



SMITH

JOHNSON C. SMITH UNIVERSITY · CHARLOTTE, N.C.

JSU





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Johnson C. Smith University

Catalogue



1970-1971

ANNOUNCEMENTS FOR 1971-1972

Charlotte, North Carolina

Spring 1971

● CALENDAR FOR 1971 ●			
JANUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APRIL S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	JULY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	OCTOBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
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● CALENDAR FOR 1972 ●			
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UNIVERSITY CALENDAR

WINTER SEMESTER, 1971-72

August 20-21	Faculty Pre-School Conference.
August 22	Residence halls open to Freshmen at noon. The first meal will be served at the evening meal hours.
August 23-27	Freshman Week. This includes health examinations, written tests, orientation sessions and registration. All freshmen who plan to enroll for the first semester should report to the campus Monday, August 23, by 8:00 a.m.
August 30	Registration of Freshmen.
August 31	Registration of Upper Classmen.
September 1	Formal Opening. First day of classes.
September 6	Labor Day (no classes)
September 8	Last day to enter for the Winter Semester. Registration for the Winter Semester will close.
September 14	Last day for adding courses.
October 7	Handwriting and Spelling Test for Teacher-Education Program
October 14	Last day for dropping courses.
October 16	Candidates completing requirements for graduation at the close of the Winter Semester must file applications for degrees in the Office of the Registrar on or before this date.
November 5	Alumni Day (no classes)
November 6	Homecoming—Johnson C. Smith University versus North Carolina Central University.
November 24	Thanksgiving Recess begins at 1:00 p.m.
November 25-28	Thanksgiving Recess.
December 5	Annual Christmas Program by the Music Department.
December 9-10	Pre-Registration.
December 11-17	Final Examinations.
December 18-Jan. 9	The Christmas Recess. Residence halls and dining hall will close Saturday noon, December 18.

SPRING SEMESTER, 1971-72

January 7	Faculty Pre-Semester Conference (9:00 a.m.)
January 9-10	Orientation—Freshmen & transfer students entering second semester.
January 10	Registration of Juniors and Seniors.
January 11	Registration of Freshmen and Sophomores.
January 12	First day of classes.
January 15	Birthday of Martin Luther King, Jr.
January 19	Last day to enter for the Spring Semester.
January 26	Last day for adding courses.
February	Black History Recognition
February 22	Handwriting and Spelling Test for Teacher-Education Program.
February 23	Last day for dropping courses.
February 23	Candidates completing requirements for graduation at the close of the Spring Semester must file applications for degrees in the Office of the Registrar on or before this date.
February 27-March 2	Spiritual Emphasis Week.
March 18-April 3	Spring Recess begins at the close of class day, Friday, March 17. Residence halls and dining hall will close Saturday noon, March 18.
April 4	Classes resume.
April 7	Founders' Day (no classes)
April 20	Honors' Day
May 8-12	Pre-Registration.
May 10-13	Senior Semester Examinations.
May 13-18	Spring Semester Examinations.
May 19-21	Commencement Activities.
May 21	Commencement.
May 22-23	Faculty Post-School Conference.

FOUNDERS
(In 1867)

Rev. S. C. Alexander—Rev. W. L. Miller

FORMER PRESIDENTS
OF
JOHNSON C. SMITH UNIVERSITY

Dr. Stephen Mattoon	1870-1884
Dr. William A. Holliday	1884-1885
Dr. Stephen Mattoon	1885-1886
Dr. William F. Johnson	1886-1891
Dr. Daniel Jackson Sanders	1891-1907
Dr. Henry Lawrence McCrorey	1907-1947
Dr. Hardy Liston, Sr.	1947-1956
Dr. James Ward Seabrook (Acting President)	1956-1957
Dr. Rufus Patterson Perry	1957-1968

BOARD OF TRUSTEES

James Egert Allen, A.B., A.M., LL.D. -----Chairman
John Paul Lucas, Jr., A.B., M.S., M.A. ----- Vice-Chairman and
Chairman of Executive Committee
Vance H. Chavis, A.B., M.A. -----Recording Secretary
William H. Barnhardt, B. Engin. -----Chairman, Finance Committee

CLASS OF 1971

Dorothy F. E. Atkins, A.B. _____	Baltimore, Maryland
Melvin L. Best, B.D., M.A., D.D. _____	Pittsburgh, Pennsylvania
Vance Chavis, A.B., M.A. _____	Greensboro, North Carolina
David A. Cort, A.B., LL.D., J.D. _____	Pittsburgh, Pennsylvania
Henry A. Hill, B.S., Ph.D., Sc.D _____	Watertown, Massachusetts
W. Hugh McEniry, A.B., M.A., Ph.D. _____	Charlotte, North Carolina
Francis I Parker, B.A., B.L. _____	Charlotte, North Carolina
Emery L. Rann, B.S., M.S., M.D. _____	Charlotte, North Carolina
Robert A. Rundle, A.B. _____	Pittsburgh, Pennsylvania
Matthew J. Whitehead, A.B., M.A., Ed.D. _____	Washington, D. C.

CLASS OF 1972

James Egert Allen, A.B., A.M., LL.D. -----	New York, New York
William H. Barnhardt, B. Engin. -----	Charlotte, North Carolina
Charles W. Baulknight, B.S., M.S., Sc.D. -----	Bethpage, New York
Clem. E. Biniger, A.B., A.M., Th.D., D.D., L.H.D. ----	Lauderdale, Florida
Charles E. Bomar, A.B., D.D.S., Sc.D. -----	South Orange, New Jersey
Thomas M. Brown, A.B. -----	Pittsburgh, Pennsylvania
John D. Buckner, A.B., M.A. -----	St. Louis, Missouri
John Paul Lucas, A.B., M.S., M.A. -----	Charlotte, North Carolina
J. W. Smith, Sr., A.B., B.D., D.D. -----	Charlotte, North Carolina

CLASS OF 1973

James G. Cannon, A.B., M.B.A.	Charlotte, North Carolina
Arthur J. Clement, B.S.	Charleston, South Carolina
Kathleen R. Crosby, A.B., M.A.	Charlotte, North Carolina
James H. Hargett, A.B., B.D.	Maplewood, New Jersey
Watts Hill, Jr., A.B., LL.D.	Durham, North Carolina
Luther Hodges, Jr., A.B., M.B.A.	Charlotte, North Carolina
Pettis Norman, A.B.	Dallas, Texas
J. Robert Wilson, A.B.	Atlanta, Georgia

*J. W. Seabrook, A.B., A.M., Ped.D. _____ Fayetteville, North Carolina

*Emeritus

REPRESENTATIVES TO THE BOARD OF TRUSTEES

Faculty Representatives

Samuel W. Byuarm James R. Law
Joseph E. Thompson

Three student representatives to be
elected by student body

THE UNIVERSITY COUNCIL

ADMINISTRATIVE

L. H. Newsom, *Chairman*
H. R. Alexander L. P. McLaughlin
J. S. Brayboy C. O. Peters
J. A. Gaston M. H. Platt

FACULTY

Division I, N. M. Ayton	1970-71—1971-72
Division II, C. D. Rippy	1970-71
Division III, R. R. Cabiness	1970-71—1971-72
Division IV, M. S. Grigsby	1970-71

STUDENT BODY

Michael Lindsey, *President, Student Government*
Joseph Bowers, *Vice President, Student Government*
Willie Cameron, *President, Sophomore Class*
Joseph Faust, *President, Junior Class*
Terry Ricks, *President, Senior Class*
Benjamin Rawlins, *Student-at-Large*
Dennis Settles, *Student-at-Large*

OFFICERS OF ADMINISTRATION

Lionel H. Newsom, A.B., M.A., Ph.D. _____ *President*
 Ocie P. Harrison _____ *Administrative Assistant*
 Gloria A. Gist _____ *Secretary to the President*

Academic Affairs

Jack S. Brayboy, B.S., M.A., Ed.D. _____ *Vice President for Academic Affairs*
 Joan H. Johnson _____ *Secretary, Department of Education*
 Minnie G. Maxwell, B.S. _____ *Secretary, Vice President for Academic Affairs*
 Dallie J. Reeder, A.B. _____ *Secretarial Pool*
 Moses Sharpe, B.S. _____ *Assistant, Physical Education Department*

Registrar

Mary Hunt Platt, B.S. _____ *Registrar*
 Barbara Cureton _____ *Clerk I*
 Genevieve Kinard _____ *Clerk-Typist I*
 Quince B. Sanders _____ *Clerk-Typist I*
 Shirley Powell Twitty, B.S.C. _____ *Administrative Assistant*

Student Affairs

Joseph A. Gaston, A.B., B.D., M.A., Ph.D. _____ *Dean of Students*
 Calvin A. Hood, A.B., B.D., A.M. _____ *Director of Counseling and Chaplain*
 Herbert L. Rhedrick, B.S. _____ *Dean of Men*
 Lou P. Benson, A.B., M.Ed. _____ *Dean of Women*
 Henry L. Marshall, A.B., M.A. _____ *Counselor-Off-Campus Students*
 Audrie M. Kirksey _____ *Director, Financial Aid*
 Harold B. Winston, B.A. _____ *Director, Placement Services*
 Gordon W. Wilkins, M.D. _____ *University Physician*
 Magnolia Worsley, R.N. _____ *University Nurse*
 Ruby Graddy, L.P.N. _____ *University Nurse*
 Joyce Crisp, B.A. _____ *Director, University Memorial Union*
 Herbert Gidney, B.S. _____ *Program Assistant, University Union*
 William Holmes, B.S. _____ *Coordinator—Men's Residence Halls*
 Rosa Land, A.B. _____ *Residence Hall Director*
 Nellie J. Foust _____ *Residence Hall Director*
 Flossie Marshall, A.B. _____ *Residence Hall Director*
 Laney O. Bryan Ward _____ *Residence Hall Director*
 Gottlieb Harvest _____ *Residence Hall Director*
 Frances P. Hamlin _____ *Residence Hall Director*
 Marguerite Flanders _____ *Residence Hall Director*
 Alice Banks _____ *Cottage Directress*
 Alice Isaac _____ *Residence Hall Directress*
 Calvene E. Ross _____ *Secretary, Dean of Students*
 Edna M. Alexander _____ *Secretary, Dean of Men & Women*
 Peggie Bookert _____ *Secretary, Counseling Center*
 Mary Little _____ *Secretary, Financial Aid Office*
 Priscilla F. Johnson _____ *Secretary, Placement Office*
 Mrs. Carolyn Smith _____ *Secretary, Director of Union*
 Carolyn Smith, B.S. _____ *Secretary and Program Assistant*

Juanita Dubose, L.P.N. ----- *University Nurse*
 *Turgee Simpson ----- *Assistant Director, University Union*
 Betty P. Taylor ----- *Secretary, Health Center*

LIBRARY

Mattie S. Grigsby, B.S., M.L.S. ----- *University Librarian*
 Theodus Lafayette Gunn, B.A., B.L.S. ----- *University Librarian Emeritus*
 Rose M. Alston, B.A. ----- *Assistant Librarian*
 E. Gayle Bell, B.A. ----- *Secretary to the Librarian*
 Mary C. Flowe, B.A., M.A., M.L.S. ----- *Assistant Librarian*
 Beatrice M. Flythe, B.A. ----- *Assistant Librarian*
 Barbara A. Gibbs, B.A. ----- *Assistant Librarian*
 Annie C. Lee, B.S., M.A. ----- *Assistant Librarian*
 Margie W. Lewis, B.A., M.L.S. ----- *Assistant Librarian*
 Mildred W. Sanders, A.B. ----- *Assistant Librarian*
 Lucille McClure (Part-time) ----- *Assistant Librarian*
 Ernest L. James, B.A. ----- *Assistant Librarian*
 Fannie K. Roberson, B.A., M.L.S. ----- *Assistant Librarian*

Office of Admissions

Moses S. Belton, B.S., B.D., M.A. ----- *Director of Admissions*
 Michael Turner, B.A. ----- *Assistant Director, Admissions*
 Laura Malone, B.A. ----- *Secretary, Office of Admissions*

Office of University Relations

L. A. Warner, B.A., M.A. ----- *Director, Development*
 Curtis O. Peters, B.A. ----- *Director, University Relations*
 Leroy R. Ray, B.S., M.S. ----- *Assistant in University Relations*
 Ivestia H. Beckwith ----- *Assistant in University Relations*
 Dorothy E. Johnson, B.S. ----- *Secretary, Office of Development*

Office of the Vice President for Financial Affairs

Harvey R. Alexander, B.S., M.S. ----- *Vice President for Financial Affairs*
 Fleta M. Alexander ----- *Accounting Clerk, I*
 Furness J. Armstead, B.S. ----- *Administrative Officer*
 Grover Smith ----- *Superintendent, Buildings and Grounds*
 Lessie T. Deavers ----- *Manager, University Post Office*
 Aurelia L. Law, B.S. ----- *Manager, University Book Store*
 Arrind K. Desai ----- *Chief Accountant*
 Mary E. Montgomery ----- *Clerk-Typist, II*
 Odessa Roseboro, B.S.C. ----- *Secretary, Vice President for Financial Affairs*
 Sara J. Stewart ----- *Personnel Officer*
 Lillie R. Taylor ----- *Cashier*
 Ernestine C. Walker ----- *Accounting Clerk, III*

Community Services Office

William E. Bluford, A.B., M.A. ----- *Director, Community Services*
 Joyce Williams ----- *Secretary, Office of Community Service*

CEAP STAFF, 1969-70*

<i>Name</i>	<i>Area</i>	<i>Appointment</i>
Dr. Joseph E. Thompson	Coordinator	Full-time
Mrs. Patricia Banks	Secretary	Full-time
Mrs. Ellie Bollin	Reading	Full-time
Mrs. Mattie Grigsby	Mathematics	Full-time
Mrs. Mary Harper	English	Full-time
William Hopkins	Counselor	Full-time
Mrs. Maxine Newsom	Reading	Part-time
James G. Polk	English	Full-time
Mrs. Helena T. Tidwell	Counselor	Full-time
William Vesey	Speech	Full-time

THE FACULTY

COLLEGE OF LIBERAL ARTS

(Dates immediately following positions indicate when persons were appointed to the faculty of the University.)

Lionel H. Newsom, B.A., Lincoln University, Missouri; M.A., University of Michigan; Ph.D., Washington University.

President and Professor, Sociology and Anthropology (Jan. 1969)

Jack S. Brayboy, B.S., Johnson C. Smith University; M.S., University of Pennsylvania; Ed.D., University of Pennsylvania.

*Professor, Physical Education
Vice-President for Academic Affairs*

Joseph L. Alston, B.S., North Carolina College; M.S., North Carolina College.

Head Basketball Coach and Instructor, Physical Education (1966)

Hazel Peace Amos, B.A., Virginia State College; M.Lit., University of Pittsburgh.

Instructor, English (1964)

Nigel M. Ayton, A.B., Howard University; M.Ed., University of North Carolina; Certificate, University of Paris.

Assistant Professor, French and Spanish (1962)

James D. Bass, A.B., Florida State University; M.A., Florida State University.

Assistant Professor, Political Science (1969)

Ernestine M. H. Baylor, B.A., B.L.S., North Carolina College; M.Ed., Boston University.

Instructor, Speech (1955)

Moses S. Belton, B.S., B.D., Johnson C. Smith University; M.A., Columbia University.

Director, Public Relations (1942)

Lou P. Benson, A.B., Johnson C. Smith University; M.Ed., University of North Carolina.

Dean of Women (1967)

*College Education Achievement Project.

-
- Henry B. Blue, A.B., Johnson C. Smith University; M.A., University of North Carolina at Chapel Hill. *Assistant Professor, English* (1958)
- Lillie Watkins Blue, A.B., Atlanta University; M.S., Columbia University. *Instructor, Mathematics* (1959)
- William E. Bluford, A.B., Virginia Union University; M.A., University of Michigan. *Associate Professor, History and Political Science* (1945)
- Ralph P. Bohn, B.S., Northwestern University; B.D., Princeton & Union Seminaries; Ph.D., University of Edinburgh. *Professor, Philosophy and Religion* (1966)
- Elinor Böllin, (part-time), B.S., Pratt Institute; M.A.T., Winthrop College. *Instructor, Reading* (1968)
- George Boyd, B.A., Virginia Union University; M.S., University of Oregon; Ph.D., University of Maine. *Associate Professor, Psychology* (1970)
- William Brown, B.S., City College of New York; M.A., New York University. *Associate Professor, Black Studies and Poet in Residence* (1970)
- Johnnie M. Bullock, B.S., Howard University; M.S., Atlanta University. *Instructor, Mathematics*
- DeGrandval Burke, B.S., B.D., Johnson C. Smith University; M.A., McCormick Theological Seminary. *Instructor, Religious Education* (1962)
- Charlie Lucille Butler, B.A., Fisk University; M.A., Radcliffe College. *Assistant Professor, Music* (1963)
- Samuel W. Byuarm, B.A., Langston University; M.A., State University of Iowa; Ph.D., University of Illinois. *Professor, Sociology and Chairman, Division of Social Sciences* (1950)
- Riley R. Cabiness, A.B., Johnson C. Smith University; M.A. Columbia University; Ph.D., New York University. *Associate Professor and Head, Department of Education* (1967)
- Winson R. Coleman, A.B., Penn College; A.M., Haverford College; Ph.D., University of Chicago. *Professor, Philosophy and Chairman, Division of Humanities* (1929)
- Gloria McLurkin Cooper, B.S., Bennett College; M.S., North Carolina College at Durham. *Instructor, Science* (1962)
- Charles R. Cox, B.S., Claflin College; M.S., West Virginia University. *Swimming Coach and Instructor, Physical Education* (1964)
- Jean C. Cozart, B.A., Howard University; M.A., Columbia University. *Instructor, English* (1964)
- Herman L. Counts, A.B., B.D., Johnson C. Smith University; A.M., McCormick Theological Seminary. *Professor, Philosophy* (1946)

- Marvin W. Davenport, B.A., North Carolina College; M.Mus., University of Michigan. *Instructor, Music and Band Director* (1966)
- Mack L. Davidson, A.B., Johnson C. Smith University; M.B.A., Atlanta University. *Assistant Professor, Economics* (1958)
- Lloyd H. Davis, A.B., St. Augustine's College; Ed.M., Boston University. *Associate Professor, Education* (1951)
- William Davis, B.S., Johnson C. Smith University; M.S., Indiana University. *Instructor, Physical Education* (1969)
- N. V. Desai, B.A., Sardarpatel; M.A., M.S., M.E., North Carolina State University at Raleigh. *Assistant Professor, Economics* (1969)
- Steven DeJulio, B.S., M.S., University of Utah. *Assistant Professor, Psychology* (1970)
- Ossibelle B. Dixon, A.B., Shaw University; M.S., North Carolina College. *Instructor, Physical Education* (1957)
- Foster T. Drakeford, B.S., Livingstone College; M.S., Howard University. *Assistant Professor, Physics* (1951)
- Mary C. Flowe, B.A., Johnson C. Smith University; M.A., New York University. *Assistant Librarian* (1961)
- Joan Daughtry Forney, B.S., Johnson C. Smith University; M.Ed., Boston University. *Instructor, Elementary Education* (1946)
- *Sidney L. Freeman, B.S., University of Wisconsin; M.A., Bowling Green State University; Ph.D., Cornell University. *Assistant Professor, English* (1958)
- Joseph A. Gaston, B.A., B.D., Johnson C. Smith University; M.A., University of Denver; Ph.D., Michigan State University. *Dean of Students* (1956)
- Boyd J. Gatherright, B.S., Knoxville College; M.S., State University of Iowa. *Associate Professor and Head, Mathematics* (1948)
- *Israel J. Gerber, B.A., Yeshiva University; M.S., City College of New York; Ph.D., Boston University. *Professor, Psychology* (1969)
- Kurt R. Glaubitz, B.M., Yale School of Music; M.A., Teachers College, Columbia University. *Assistant Professor, Music* (1967)
- Edythe R. Grady, B.S., in Business, B.S. in Music and Organ, Hampton Institute; S.M.M., Union Theological Seminary; Professional Diploma, Columbia University. *Assistant Professor, Music and University Organist* (1952)
- Mattie S. Grigsby, B.S., Johnson C. Smith University; M.L.S., North Carolina College. *University Librarian* (1971)
- Theodus Lafayette Gunn, B.A., Johnson C. Smith University; B.L.S., Hampton Institute. *University Librarian Emeritus* (1930)
- Jacqueline B. Hairston, B.M.Ed., Howard University; M.A., Teachers College, Columbia University. *Assistant Professor, Music* (1967)

Henry F. George, B.S., North Carolina College at Durham; M.S., North Carolina College at Durham. *Instructor, Biology* (1969)

*Esther P. Hill, B.A., M.A., Columbia University. *Instructor, Art* (1959)

Alice J. Hitzeman, B.S., Barry College; M.S., DePaul University; Ph.D., University of Michigan. *Professor and Head, Department of Biology* (1970)

Ione G. Jones, A.B., Johnson C. Smith University; M.A., University of Wisconsin. *Instructor, English* (1967)

Kirkland C. Jones, B.A., University of Washington; M.A., Texas Southern University; Ph.D., University of Wisconsin. *Associate Professor and Head, Department of English and Speech* (1970)

Christopher W. Kemp., B.S., Hampton Institute; Mus.M., University of Michigan. *Professor and Head, Department of Music* (1947)

Stephen Klepka, B.A., A.M., Ph.D., Washington University. *Professor, History* (1954)

James Roland Law, A.B., Lincoln University; A.M., New York University; Ph.D., Duke University. *Professor, Psychology and Chairman, Division of Education and Psychology* (1949)

Bessie H. Ledbetter, A.B., Benedict College; M.A., Northwestern University. *Instructor, English* (1967)

J. A. Lockett, A.B., Moorehouse College; M.B.A., Atlanta University. *Professor, Business Administration* (1970)

John T. Lloyd, A.B., Johnson C. Smith University; M.A., Atlanta University. *Instructor, French* (1969)

John Matson, B.S., M.S., East Carolina University. *Assistant Professor, Psychology* (1970)

Eddie C. McGirt, B.S., Johnson C. Smith University; M.A., Columbia University. *Director of Athletics, Head Football Coach and Associate Professor, Physical Education* (1958)

Leo P. McLaughlin, B.A., Georgetown University; Ph.L., Woodstock College; M.A., Catholic University; Th.L., Weston College; D. és-L., University of Paris; LL.D., University of Wyoming. *Director, Freshman Studies* (1970)

*Lester Mindus, B.A., Brandeis University; M.A., Clark University. *Assistant Professor, Psychology* (1969)

Edmund T. Moore, Jr., B.S., Johnson C. Smith University; M.A., Trinity College.

Assistant Professor, Mathematics and Computer Science (1968)

Edward Willis Milner, B.S., Davidson College; B.D., Columbia Theological Seminary; M.S., Divinity School, University of Chicago.

Associate Professor, Humanities (1965)

Vietta E. Neal, A.B., Texas College; M.A., University of Michigan.

Associate Professor, Chemistry (1947)

Henrietta T. Norris, A.B., Jackson College; M.A., Atlanta University.

Assistant Professor, Elementary Education (1949)

Inez Moore Parker, A.B., Virginia Union University; M.A., University of Michigan.

Associate Professor, English (1944)

Appavoo Perumal, B.S., M.S., Ph.D., Annamalai University.

Assistant Professor, Physics (1968)

Manuel P. Platas, B.S., University of Havana; Doctor in Pedagogy, University of Havana.

Instructor, Spanish (1965)

*James Polk, A.B., Johnson C. Smith University; M.A., New York University.

Instructor, English (1970)

Kenneth S. Powell, B.S., Johnson C. Smith University; M.A., New York University.

Track Coach and Assistant Professor, Physical Education (1960)

Maria P. Prado, B.E., Escuela Normal para Maestras de la Habana, Havana, Cuba; Ped.D., University of Havana.

Instructor, Spanish (1967)

Ennie Mae Pridgen, B.S., Fayetteville State Teachers College; M.A., New York University.

Assistant Professor, Reading (1962)

Leroy Ray, B.S., Southern University; M.S., Howard University.

Assistant Professor, Biology (1970)

Herbert L. Rhedrick, B.S., Fayetteville State College. *Dean of Men* (1969)

Robert Ridgeway, B.S., Drexel Institute of Technology; Ph.D., University of New Hampshire.

Assistant Professor, Chemistry (1970)

Coleman D. Rippey, A.B., Paine College; M.A., Columbia University.

Assistant Professor, Sociology (1959)

Huey M. Rowe-Anderson, B.S., Union College; M.S., University of Nebraska; Ph.D., University of Nebraska.

Associate Professor, Chemistry and Mathematics (1970)

Maxine F. Scott, B.A., Johnson C. Smith University; M.A., University of North Carolina at Chapel Hill.

Instructor, English (1969)

Johannes W. Schmidt, B.A., M.A., Villanova University; candidate, Ph.D., University of Pittsburgh.

Assistant Professor, French and German (1970)

Edwin Thompkins, B.S., Johnson C. Smith University; S.T.B., A.M., Lincoln University; S.T.M., Western Theology Seminary; Ed.M., Ph.D., University of Pittsburgh.

Professor, Education (1943)

Joseph E. Thompson, B.A., Johnson C. Smith University; B.D., Union Theological Seminary; M.A., Ed.D., New York University.

Professor, Religious Education and Director of Sophomore Studies (1966)

William J. Vesey, B.A., Newark State College; M.A., Ohio State University.

Instructor, Speech (1970)

Bettye C. Walker, A.B., Talladega College; M.A., University of Iowa.

Instructor, Music (1967)

Violet Garrett Washington, A.B., Talladega College; M.S., Atlanta University.

Instructor, Biology (1956)

Charlotte C. Wheeler, B.S., Lincoln University, Mo., M.Ed., St. Louis University.

Associate Professor, Education

Kelly R. White, A.B., Claflin College; M.A.T., Indiana University.

Assistant Professor, French (1965)

Elsie E. Woodard, A.B., Bennett College; M.A., University of Michigan.

Assistant Professor, English (1947)

**Hampton Wright, B.S., Benedict College; M.S., Howard University.

Assistant Professor, Mathematics (1958)

*Lawson M. Wright, B.A., Wake Forest College; Nieman Fellow, Howard University, 1956-57.

Instructor, Journalism (1959)

*Part time.

**On leave 1969-70

GENERAL INFORMATION

HISTORY

In 1867 Reverend S. C. Alexander and Reverend W. L. Miller saw the need of establishing an institution in this section of the South and began devising such plans as would secure the desired results. On April 7, 1867, at a meeting of the Catawba Presbytery in the old Charlotte Presbyterian Church, formerly located at the corner of D and Fourth Streets, Charlotte, North Carolina, the movement for the school was formally inaugurated and the Reverends S. C. Alexander and W. L. Miller were elected as teachers.

Information concerning the establishing of the school was brought to the attention of Mrs. Mary D. Biddle, an excellent Churchwoman of Philadelphia, Pennsylvania, who through appeals on behalf of the work in one of the Church papers pledged \$1,400. In appreciation of this first and generous contribution, friends of the project requested of Mrs. Biddle the privilege of naming the newly-established school after her late husband, Major Henry Biddle. The request being granted, the school was named "The Biddle Memorial Institute" and later was chartered by the State Legislature under that name. The first eight acres of land used as the site for the school were donated by Colonel W. R. Myers, a wealthy citizen of Charlotte, North Carolina. From 1867 to 1876 the school was known as the Biddle Memorial Institute. In 1876 the charter was changed by the Legislature of North Carolina and the name of the school became Biddle University. The institution operated under this name until 1923.

During the season of 1921-22 the late Mrs. Jane Berry Smith, of Pittsburgh, Pennsylvania, gave funds for the erection of a Theological Dormitory, a Science Hall, a Teacher's Cottage, and a Memorial Gate at Biddle University. In addition she made provision for a handsome endowment for the institution in memory of her late husband, Mr. Johnson C. Smith. In recognition of these generous benefactions the Board of Trustees voted to change the name of the institution to Johnson C. Smith University. The charter of the school accordingly was so amended, March 1, 1923, by the Legislature of the State of North Carolina. From 1923 until her death in October 1929, Mrs. Smith gave funds for the erection of five more buildings, including a campus church.

In 1924 the gifts of Mrs. Jane Berry Smith were augmented by a gift from the late Mr. James B. Duke, of Charlotte, North Carolina.

In 1932 the institution was made co-educational by an amendment to the charter, and until 1941 women were admitted to the Senior College division only. However, beginning with the school year 1941-1942 women were admitted to the freshman class.

The present site contains seventy-five acres of land, 21 buildings, and 17 faculty residences.

PURPOSE AND OBJECTIVES

Johnson C. Smith University is an independent, privately-endowed institution of higher learning, composed of a college of liberal arts and theological seminary. Its founders envisioned an institution of training "for

the ministry, for catechists and for teachers.” The original purposes, however, have long been modified to include the education of all qualified students in a variety of fields.

Elements of its original purposes remain central, however, in the life of the institution. Every student at Smith pursues his education within a community basically committed to the Christian Ideal and specific training for the ministry is, of course, provided by the Theological Seminary. In addition, the history of Johnson C. Smith University as an institution designed to serve a group whose education had often been limited is reflected in its firm intention to be ever sensitive to the potentials among educationally and culturally restricted students. While admitting some such students, Johnson C. Smith proposes to graduate only those capable of measuring up to quality standards as established for graduates from reputable colleges and universities throughout America.

It is the chief purpose of Johnson C. Smith University to strive diligently to provide an environment in which men and women may realize to a high degree their intellectual, social, spiritual, emotional, and physical capacities. To this end, the University provides special training for the educationally disadvantaged and advanced programs for the intellectually gifted; it regards students, faculty members, administrators, staff workers, including maintenance personnel, along with the physical plant and equipment as integral parts of its total program for the achievement of an enriching and challenging educational situation.

Although it is convenient to speak of fostering the growth of its students in several areas—intellectual, social, spiritual, emotional and physical—the growth which Johnson C. Smith University seeks should in no way be viewed as compartmentalized. It is the hope of the University that those who come under its influence will achieve growth with human wholeness — the kind of educational growth which will enable students and graduates not only to live richer and more abundant lives pursuing a continuing self-education, but also to contribute significantly to the betterment of mankind.

A broad liberal arts program which encourages free inquiry within a rigorous academic discipline, a rich variety of social, cultural and intellectual activities, the opportunity for interaction with fellow students and faculty members of differing nationalities, localities, and interests—these elements make up Johnson C. Smith’s plan for such an education.

It is intended that this purpose shall encompass the following specifically stated objectives for the liberal arts college:

Intellectual Growth

1. To provide an intellectual environment conducive to the development of critical and objective thinking, independent judgments and effective expression of ideas.

2. To equip the student with basic skills necessary for effective communication with others. To attain this objective, the student is required to read well, write and talk effectively, and achieve some proficiency in the use of numbers.

3. To assist students in selecting a vocational area in which they have

real interest and aptitude and to offer them educational preparation that will be useful vocationally.

4. To provide opportunities and encouragement for students, as well as faculty members, to engage in research.

5. To insure that every student encounters the full range of knowledge and interest which is the hallmark of the liberally educated mind.

Social Growth

1. To develop an awareness in students of their responsibilities as citizens of a community, state, nation, and the world.

2. To help develop within students a sensitivity to individual and social needs, and to stimulate a mature standard of social responsibilities and behavior appropriate to a free individual in a free society.

Spiritual Growth

To help students enrich their lives spiritually by achieving a balance between a constant examination of their spiritual values and a meaningful respect for commitment.

Emotional Growth

1. To assist students in understanding themselves and others, in attacking problems realistically, in living productively and zestfully, and in appropriately expressing honestly experienced emotions.

2. To sharpen the aesthetic sensitivities of students so that they appreciate more deeply and express themselves more vitally within the recognized art forms and in everyday affairs.

Physical Growth

1. To provide for students educational experiences which will enable and encourage them to practice good personal health and safety habits and contribute to solving community health problems.

2. To provide activities which will afford all students opportunities to develop through participation, physical fitness, skills in a wide variety of sports, desirable social habits and attitudes, and an affection for wholesome play and recreation.

3. To provide a variety of activities which will have possibilities for meeting the present and future recreational needs.

ACCREDITATION

Johnson C. Smith University is a fully accredited member of the Southern Association of Colleges and Schools. It is also a member of the Association of American Colleges, American Council on Education, American Association of Colleges for Teacher Education, Council on Theological Education of the United Presbyterian Church U.S.A., Council of Protestant Colleges and Universities, the Presbyterian College Union, North Carolina Association of Colleges and Universities, the College Entrance Examination Board and the United Negro College Fund. It is approved by the American Medical Association and the American Association of University Women.

LOCATION

Johnson C. Smith University is located in the City of Charlotte, Mecklenburg County, North Carolina. The campus is situated in the western part of the city and may be reached by bus or taxi from the railroad or bus station. Charlotte stands at the radiating point of several railroad and bus lines.

BUILDINGS

BIDDLE MEMORIAL HALL, the main building on the campus, contains the administrative offices of the university, recitation and lecture rooms, student health center, and lounges for faculty and students. The building consists of five stories with a tower which contains the chime clock. It is located on the highest knoll of the campus and may be seen from almost any section of the city.

CARTER HALL, built in 1896, is a dormitory for college men. The original building was a gift of Miss Laura Carter of Geneva New York. In 1955, the building was completely modernized on the inside, leaving the outside walls to retain the original architecture. It houses 106 students with a lounge, recreation area, and living quarters for the Dean of Men.

JOHNSON C. SMITH MEMORIAL THEOLOGICAL DORMITORY, which stands on the eastern side of the campus, supplies rooms for about 62 students. It was named for the late Mr. Johnson C. Smith of Pittsburgh, Pennsylvania.

BERRY HALL, a dormitory for men, stands at the northern end of the campus. It is three stories in height above a basement story. It has a reception parlor and houses about 75 students. This dormitory was given in memory of the late Mrs. Smith's parents.

THE JAMES B. DUKE MEMORIAL HALL is the first dormitory to be constructed on the campus for the housing of women students. It is located across Beatties Ford Road from the main campus at the southwest end of the University campus. The building is Georgian in style with exterior walls of brick and limestone trim. It is three stories high above the basement with an elevator shaft. In addition to ideal living quarters for approximately 110 students, it provides directors' office, beauty parlor, an infirmary, laundry and trunk room.

CARNEGIE HALL, which housed the library from 1911 to 1968, is now occupied by the Offices of the Dean of Students, Dean of Men, and Dean of Women, Counseling and Testing Services, and Placement and Financial Aids.

THE JANE M. SMITH MEMORIAL CHURCH, located near the entrance to the campus, is a gift of the late Mrs. Jane Berry Smith. This structure, built of colonial brick with limestone trimming, has a front supported by limestone columns. The structure is one of the most beautiful of its kind to be found at any college in America.

SMITH COTTAGE, originally built as the winter home for Mrs. Johnson C. Smith, now houses the offices of Public Relations and Alumni Affairs.

THE HENRY LAWRENCE MCCROREY THEOLOGICAL BUILDING, dedicated on November 12, 1955, is the administration building for the School of Theology. It was erected from funds raised by alumni, churches in the Catawba, Atlantic, Blue Ridge and Canadian Synods, local friends, and the Building Funds Campaign of the Presbyterian Church, U.S.A. It contains three stories, including eight classrooms, offices for the Dean and the faculty members, a library, an assembly room, a room for meditation, the office of the Field Representative of Catawba Synod, a reception room, and a stack room. It accommodates all classes in the School of Theology and the college classes in Religious Education.

THE CENTRAL HEATING PLANT was dedicated on April 7, 1953. It replaces individual heating units in the several campus buildings and is capable of furnishing heat and hot water for all the buildings on the campus together with additional buildings planned for the near future.

THE HARTLEY WOODS GYMNASIUM, a gift of the late Mrs. Jane Berry Smith, is situated at the northern end of the University Quadrangle. It now houses Financial Affairs.

The new HARTLEY WOODS GYMNASIUM was completed in 1961. It is ideally situated on a spacious plot adjacent to a wooded area of the campus and well away from other campus buildings. The gymnasium is a split-level brick and steel structure with the main playing floor, seating capacity of 2500, two lobbies, and accessory equipment and storage rooms on the upper level. On the lower level are five instructors' offices, two classrooms, the main equipment and storage rooms and the main physical education locker and towel rooms.

A glass-enclosed corridor connects the *Pool Building* with the lower level of the gymnasium. The south wall of the building is of fixed glass with sliding glass doors that open onto a patio which extends the length of the building. The swimming pool is seventy-five feet long and forty-two feet wide meeting indoor Olympic regulations. The depth of the pool runs from three feet to ten feet. The pool building also contains the office of the swimming instructor, toilet facilities, and beneath the pool deck, a corridor that encircles the pool wall and runs to the mechanical equipment room.

LISTON HALL, dedicated on April 7, 1963, is a dormitory for women. Of modern design, the building will accommodate 152 students. It has two parlors, two apartments for dormitory directors, and other facilities adequate for the convenience of young ladies. The building was named in memory of Dr. Hardy Liston who served as president of the University from 1947 until his death in 1956.

THE UNIVERSITY MEMORIAL UNION, dedicated on May 30, 1965, is a beautiful three-story building which includes dining hall, conference rooms, faculty and student lounges, book store, post office and four guest rooms.

THE JAMES B. DUKE MEMORIAL LIBRARY, near the center of the campus, houses more than 200,000 volumes and will seat 400 students. In this modern building on the second floor are two conference rooms, the Piedmont

room and the Carolina room, staff lounge, private study carrels for teachers, and 175 study carrels for students. On the first floor are the reference room, periodical reading room, technical services room, and the Curriculum Library.

The west wing of the building houses the Audio-Visual Center with two class rooms for lectures and viewing. All equipment is stored in the equipment storage room.

The building was completed in the summer of 1967.

MYERS HALL, completed in 1967, for men, accommodates 122 students. A modern four-story structure, the building has on the first floor an apartment for the director, two suites for counselors, a lounge, a TV-snack room and laundry facilities.

SANDERS HALL, built in 1967 for women, accommodates 120 students. The four-story building has on the first floor two apartments for directors, a snack bar, a grooming room and laundry facilities.

THE NEW SCIENCE CENTER is a two-million-dollar complex, composed of a new three story structure connected to the completely renovated George E. Davis Science Hall. Fully equipped for teaching and research, the Center has classrooms, offices and laboratories, and facilities for experimental work in chemistry, the life sciences, mathematics, physics, earth science, psychology, computer science and engineering sciences.

PUBLICATIONS

The Johnson C. Smith University Bulletin, including *Catalogue Number*, *Summer School Bulletin* and *Student Manual*.

The Newsletter, published six times during the year in February, April, June, August, October and December, by the Office of University Relations.

The University Student, a college paper published monthly during the school year by the students.

A Student Yearbook, known as *The Bull*, is published each year by the students of the University.

The Student Handbook, published by the Office of the Dean of Students as a guide to student life at the University.

ADMISSIONS

Admission to the college is generally limited to recommended graduates of accredited secondary schools who rank in the upper half of their classes and have a College Board (SAT) total of at least 750.

An applicant who does not meet these standards for admission to the regular freshman class but who is recommended by his counselor as having the ability to succeed in college, may be given further individual consideration. The Admissions Committee, after reviewing the total record of such an applicant, may decide (1) to admit him to the regular freshman class but require him to take such remedial courses as determined by placement tests, or (2) to require him to enroll in a full-time compensatory program for one or both semesters of his first year.

Johnson C. Smith University will accept a limited number of academically high risk students. Generally, however, applicants graduating in the fourth quarter of their classes with a total SAT score less than 550 will not be considered for admission.

Course hours earned in remedial and compensatory courses are in addition to the 128 semester hours required to graduate. *120 semester hours required of freshmen entering during and after the academic year 1970-71.

BASIS FOR SELECTION:

In reviewing credentials presented, the decision of admittance is based on the following:

1. Secondary school record.
2. Level of performance on the Scholastic Aptitude Test of the College Entrance Examination Board.
3. Recommendation of school principal or counselor.
4. Health record.

FORMAL APPLICATION:

Every candidate for admission must make formal application to the Director of Admissions, Johnson C. Smith University, Charlotte, N. C. 28216. An application blank furnished by the Director of Admissions upon request, should be sent with the pre-entrance medical record, a recent photograph, and the application fee of \$10.00 (check or money order made payable to Johnson C. Smith University). THIS FEE IS NOT REFUNDABLE.

Applicants for admission in September should have all credentials on file not later than May 15*. Applicants for admission in the second semester should have all credentials on file not later than December 1.

*The college will write for a transcript of credits and for recommendations.

ACCEPTANCE NOTICE:

If the evidence secured indicates that the applicant appears well qualified to enter Johnson C. Smith University, a "Permit to Register" will be sent. Only persons who have received their "Permit to Register" will be permitted to register for courses.

Applicants for admission may arrange to visit the college. This visit, however, is not a requirement for acceptance. Appointments for such visits should be made in advance.

ACADEMIC PREPARATION FOR COLLEGE:

Applicants for admission to the freshman class must present the following units of secondary work, including the 8 units listed below: English (4 units), Mathematics (2 units), History (2 units), or Science (2 units), or Foreign Language (2 units). Electives (7 units).

Students are not accepted in the freshman class with conditions.

No subject will be accepted for admission to college that is not counted for graduation by the high school.

THE COLLEGE EDUCATION ACHIEVEMENT PROJECT
(Compensatory Program)

This is a compensatory program designed to help high school graduates judged to have ability and interest in college work but whose preparation is weak.

CEAP students are enrolled as special freshmen. Course work is done under the guidance of the CEAP staff. This staff includes English, reading, speech, math teachers, two guidance counselors, tutors, and a coordinator.

The major emphasis in the program is on upgrading basic language skills: reading, writing, speaking, and listening.

A student may earn up to 9 hours of college credit in CEAP courses. To earn this credit he must pass his CEAP courses. The standards for passing are set by the college. Generally students will need to stay in CEAP classes for two semesters in all courses of work toward raising their skills to college level. Some will pass one or two courses at the end of the first semester. At the end of the school year, with the recommendation of the staff and coordinator, students passing CEAP courses are free to enroll in regular college courses.

CEAP students take regular classes in gym and swimming. They may also sign up for band and chorus credits. Students with special talents and interests are occasionally allowed to sign up for a regular course in this area.

Because of the special nature of a compensatory education program, CEAP students are limited to participation in only those activities provided or approved by the CEAP staff. CEAP students are governed by the same rules that apply to other students at the college.

Financial assistance is available on a need basis. In some instances students may qualify for full support, including tuition, books, and room and board. A financial statement is required at the time a student applies to the program.

Since CEAP students are enrolled as freshmen at Johnson C. Smith, application is made directly to the University at the following address:

Office of Admissions
Johnson C. Smith University
Charlotte, North Carolina 28216

In your letter state that you are interested in enrolling in CEAP.

CEAP will have about 100 openings for new students in September and a limited number of openings in January.

It is wise to make application as early as possible.

If you have further questions about CEAP, write to:

CEAP Coordinator
Johnson C. Smith University
Charlotte, North Carolina 28216

FINANCIAL AID

Students desiring scholarship or loan assistance should indicate their need when applying. Further details regarding financial aids may be found in section for Financial Aid.

TEST REQUIREMENTS

Every applicant for admission to the Freshman Class is required to take the Scholastic Aptitude Test of the College Entrance Examination Board and have his scores sent to Johnson C. Smith University as a part of the application for admission.

During the period from November through July of each year, there will be six administrations of the College Board Test at centers available to prospective applicants. Students wishing to make applications to take the test should consult their principals or guidance counselors as to the procedure of registering to take the test, or write directly to the College Entrance Examination Board, Box 592, Princeton, N. J., or Box 1025, Berkeley 1, California, for the Bulletin of Information, which includes application forms and is available without charge. The bulletin lists test centers and gives complete information concerning the test.

SINCE NO APPLICATION FOR ADMISSION TO THE COLLEGE CAN BE CONSIDERED WITHOUT THE ACCOMPANYING TEST SCORES, AND BECAUSE OF DEADLINES FOR FILING APPLICATION TO TAKE THE COLLEGE BOARD TESTS, THE STUDENT MUST MAKE ARRANGEMENTS WELL IN ADVANCE OF THE TESTING DATE SO THAT HIS APPLICATION MAY BE RECEIVED IN PRINCETON OR BERKELEY BY THE CLOSING DATE.

FOREIGN STUDENTS

Students applying from foreign countries will be admitted by presenting credentials required by the United States Office of Education for admission to a college of liberal arts and by satisfying the University's requirements for admission.

Johnson C. Smith University is authorized under Federal law to enroll nonimmigrant alien students.

ADMISSION WITH ADVANCED STANDING

An applicant for admission with advanced standing should have transcript of credits from each college previously attended sent directly to the Director of Admissions of the University. An applicant will be allowed credit for such professional credit as falls within the field of specialization offered at Johnson C. Smith University according to the amount and quality of this work. An applicant must also present transcripts of his high school records. An applicant transferring to Johnson C. Smith University from a college approved by a regional association will be admitted with advanced standing provided he has maintained a general average of C in courses that are equivalent to those given at Johnson C. Smith University.

An applicant for admission as a transfer student from another college may be required to take examinations to justify advanced standing.

A student applying to Johnson C. Smith University for admission with advanced standing whose record shows that he is either on probation or dropped for poor scholarship, or dropped for some other cause, will not be admitted.

Semester hours but not grade points are transferred when a student is admitted with advanced standing.

Students admitted with advanced standing may not transfer additional semester hours if in so doing the total number of hours transferred will exceed 64. Students admitted with advanced standing with fewer than 64 s. hrs. may transfer additional semester hours with grade points earned up to 15 s. hrs. as provided in this section. Transfer of Credit: the total number of hours transferred should not exceed 64 semester hours.

SPECIAL STUDENTS

Applicants may enter Johnson C. Smith University for the purpose of taking certain courses without becoming candidates for a degree. They will not be subject to the specific requirements for admission, but must prove to their instructors the ability to pursue successfully the courses for which they have registered. Such students may later become candidates for a degree by meeting all entrance requirements. Special students will not participate in intercollegiate athletics or other student activities. They will be subject to the same rules and regulations as regular students.

READMISSION OF FORMER STUDENTS

A student who has withdrawn in good standing and who subsequently wishes to return to the college must apply for readmission. To do so he should write a letter to the Registrar stating his reasons for wishing to return. Re-entering students *must* receive notice of approval before returning to the college.

REGISTRATION

Time. All students must register at the beginning of each semester whether they were in residence the preceding semester or not. Students are required to register in person at the University on the days designated for such purpose, between 8:00 o'clock in the morning and 5:00 o'clock in the afternoon.*

All freshman students will report for registration Winter semester, Monday, August 23, 1971. Former students and transfer students will report for registration on Tuesday, August 31, 1971.

Late Registration. Students may be allowed later registration upon the payment of a late fee of five dollars per day, but no student will be permitted to register later than the time specified in the calendar.*

Freshman Week. The first week of the term is devoted especially to the adjustment of freshman students to their new surroundings. The program includes registration, orientation, lectures, tests for placement, diagnosis and guidance, training in the use of the Library, definite information on the various regulations on the campus, and the freshman reception.

Changes in Registration. If a student finds it necessary to make a change in his program of study after he has registered, the change must be made through the *Registrar's Office* on blanks provided for that purpose. For any such change the student must obtain the permission of the instructor, and the advisor. This procedure is followed to drop or add a course.

Any change in program must be made before the time for making changes expires.* A course dropped without permission is considered a failure and is so recorded.

Student Load. A normal load for a student is sixteen (16) semester hours. In the summer session the normal load is six (6) semester hours. For freshmen entering during and after 1970-71, normal load is fifteen (15) semester hours.

Excess Hours. Only students who have at least a general average of "B" or have earned such average the previous semester and have carried the normal load of work will be permitted to carry any excess hours. EXCEPTION MAY BE GRANTED TO GRADUATING SENIORS WITH APPROVAL OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS.

*See *Calendar*

In no case will a student be permitted to carry more than nineteen (19) semester hours of work in a semester.

The maximum amount of credit allowed for one semester is nineteen (19) semester hours.

No student will receive credit for a course which he has not regularly registered.

No student will receive credit for the same course twice. If a course is repeated, credit for the highest grade is given.

INCOMPLETES

A student who, as a result of sickness or some other unavoidable cause, has not fully satisfied the requirements of a course may be given a mark of "I" if his classwork is such as to make it probable that he can gain a passing grade by completing the work. Incompletes must be removed within six weeks after the beginning of the next semester in which the student is enrolled.

Any incomplete not made up by the end of the next semester in which the student is enrolled, will be changed to an "F" on the student's permanent record.

When the grade of "I" has been removed, the student shall at once secure the necessary form from the Registrar's Office and give such form to his instructor who will report his final grade to the Registrar's Office.

IF A STUDENT DOES NOT ENROLL WITHIN TWO YEARS AFTER RECEIVING THE "I" THE INCOMPLETE BECOMES A PERMANENT "I".

GRADES

The quality of a student's work in a course shall be reported to the Registrar by the following grades: A, B, C, D, P, F, and I. A denotes excellent scholarship; B, good; C, fair; D, poor. Work reported as of grade D cannot be raised to a higher grade by examination. F indicates failure; a student receiving such a grade may repeat the course. P is the passing grade assigned to all courses for which no credit is allowed. The grade I indicates that the work has not been completed and the student did not withdraw from it. If a student officially withdraws from a course before he has done enough work to be evaluated by the teacher, he is given the mark of W. If he withdraws from the course later in the semester, he is given the mark WP if he is making a passing grade or WF if he is doing failing work.

Grade for Major Work. No grade below C will count for credit in the student's major or minor work. Nor will a student be permitted to enroll for Practice Teaching unless he earns a grade of C or better in the course he is to teach.

Grade Points. Grade points are determined by multiplying the number of semester hours which a course yields by the grade point value of the grade. Prior to September 1, 1966, the several grades yield grade points as follows: A, 3 points for each semester hour of credit; B, 2; C 1; D, 0; P, 0; F, 0. Grade points for students entering the University after September 1, 1966 are determined on the four point system. A yields 4 points for each semester hour; B, 3 points; C, 2; D, 1; P, 0; F, 0.

GRADE REPORTS:

At the end of each semester grade reports are sent to parents or guardians. The Academic Office is given six-weeks reports to indicate failures in course work. Only semester grades are permanently recorded.

TRANSFER OF CREDIT

CREDIT EARNED AT ANOTHER COLLEGE, WHILE A STUDENT IS OUT UNDER PROBATION RULE, WILL NOT BE ACCEPTED.

A student, other than a student admitted with advanced standing, working toward a degree at Johnson C. Smith University who wishes to offer toward that degree semester hours and grade points for course work taken at another institution must meet the following conditions:

1. Approval of the college or university (which must be a four year institution accredited by one of the six Regional Accrediting Agencies of the U. S.) is secured from instructors and heads of departments offering the corresponding work at Johnson C. Smith University. Elective credits may also be received for certain courses which do not correspond to any offered at Johnson C. Smith providing approval is received from the appropriate department head.
2. Application for approval must be submitted on the proper form obtainable from the Registrar's Office. When the forms have been properly filled out they should be returned to the Registrar's Office.
3. No credit is transferred toward a degree for work below "C" completed in regular session or in summer session of another institution. Approved courses in which the student receives a grade of "C" or better are transferable with the semester hours and grade points earned. Where quarter hours are taken they will be converted to semester hours at the rate of *3 semester hours equal 5 quarter hours*.
4. Normally, no more than 15 semester hours of course work may be transferred. This total of 15 may be comprised of any combination of the following:
 - a. Free electives up to 15 semester hours.
 - b. But not more than 12 semester hours of required general education courses taken for the first time.
 - c. Not more than 6 semester hours of required major courses taken for the first time.

d. The repetition of any 9 semester hours of required courses.

NOTE: THE STUDENT IS RESPONSIBLE FOR SEEING THAT HE DOES NOT VIOLATE THE CONDITIONS LISTED ABOVE.

5. Exceptions to the conditions listed above will only be made when approval results from a meeting of the Vice President for Academic Affairs, the student's adviser, the Registrar, and the President, Ex Officio.

HONOR'S LIST

At the end of each semester there is published an Honor's list of students who have earned a grade point average of 3.0 or better. Only students who are registered for a minimum of 15 semester hours will be considered for the honor's list. Students on the honor's list may carry a maximum of nineteen semester hours with the consent of the Vice President of Academic Affairs.

DEPARTMENTAL HONORS PROGRAM

The purpose of the Honors Program is to provide an opportunity for extensive, planned and creative work in an area of special interest. The student is expected to complete an acceptable paper on a specific subject selected by him with the approval of his faculty adviser. At the termination of the course he will be expected to take an oral examination administered by the particular department but not solely by the person under whom the work is done.

In each division and department the Honors Program of study is administered by a faculty member or members whose training and experience are similar and closely allied with the interests of the honor students. Only students selected by such faculty members and recommended by them to the Dean of the College may participate in the Honors Program.

Students who take honors courses must have completed all required freshman and sophomore courses with a minimum overall average of 3.00, i.e., a "B" average. No more than six semester hours of honors work may be carried at any given time.

Credit in the departmental Honors Program is given for work in which the grade of "A" is earned. For any lesser grade the student receives such credit as would be earned in any regular course.

Students may be invited to enter the Departmental Honors Program no earlier than the beginning of the junior year and no later than the beginning of the senior year.

MAINTENANCE OF SCHOLARSHIP

CLASS ATTENDANCE

Freshmen and sophomores, probationers, and those students on warning will be required to attend class, but they will be allowed as many un-

excused absences as credit hours for the course. If any of the students mentioned above accumulates additional unexcused absences in excess of one-third of the required class meetings, he will automatically receive a failing grade of F for the course.

WITHDRAWAL

Any student desiring to withdraw from the University during a semester must first secure forms from the Registrar's Office and get the required signatures. The completed forms *must* be deposited in the Registrar's Office. The Office of the Financial Affairs will determine the amount of fees to be refunded. IF STUDENTS DO NOT COMPLY WITH THIS REGULATION, ALL GRADES ARE RECORDED AS F.

STATUS OF ACADEMIC PROBATION

- 1. Every student is expected to earn a grade point average of at least 2.0 during each semester. Any student who fails to maintain this grade-point average will be placed on academic probation according to the following scale:

	<i>Warning</i>	<i>Probation</i>
Freshman and Sophomore	1.50 - 1.99	less than 1.5
Junior and Senior	1.80 - 1.99	less than 1.8

Persons obtaining less than 1.00 average may be dropped from the University at the discretion of the Committee on Admissions and Standards.

- 2. A student on academic probation may not register for more than 12 semester hours of work. In order to be removed from probation, a student must earn a grade-point average of not less than 2.0 in all work for which he is registered.
- 3. A student on academic probation may be allowed to continue in college for one semester on probation. Satisfactory progress must be shown during this period if the student is to remain in college. If he does not do so he is dropped.
- 4. A student who has been dropped for poor scholarship may be readmitted upon written application for readmission.
- 5. A student admitted after being dropped for poor scholarship will be admitted on probation, and must maintain a grade-point average of 2.0 to be eligible to remain in college.
- 6. The Committee on Admissions and Standards may examine the record

of a student who is not doing satisfactory work or fails to make satisfactory progress toward graduation in terms of hours and grade points, and upon careful consideration may find it advisable to ask the student to withdraw from the University.

PROBATION STATUS OF STUDENTS ENROLLED AT JOHNSON C. SMITH UNIVERSITY, ATTENDING SUMMER SCHOOL HERE OR OTHER ACCREDITED COLLEGES AND UNIVERSITIES:

1. Transfer credits are not accepted if a student is dropped from the University.
2. A student on academic probation may be permitted to remove himself from probation by attending summer school, provided he registers for no less than six semester hours and earns a "C" average.
3. A student on probation, earning less than a "C" average in summer school may be dropped. A student earning less than a "C" average in summer school may be placed on probation or warning.
4. No credit is transferred toward a degree for work below "C" completed in regular session or in summer school of another institution. However, a student's academic standing or eligibility to remain in school will be determined by total hours attempted and average earned.

COURSE EXAMINATIONS

Examinations are held at the close of each semester. These examinations are required of all students.

Special examinations are given only to students who for adequate reasons have not been able to be present at the regular examinations. The privilege of special examination is granted by the Vice President of Academic Affairs on recommendation of the instructor.

CLASSIFICATION OF STUDENTS

Students in the college are classified at the beginning of the winter semester and grouped into five classes for the year, according to records in the Registrar's Office. The basis for this classification is as follows:

SENIORS: Students who have credit for at least 96 semester hours of work, have earned at least 192 quality points, and have completed all the prescribed courses.

JUNIORS: Students who have to their credit at least 64 semester hours of work, have earned at least 128 quality points, and have completed courses prescribed for the Junior College Division with an average of C or better.

SOPHOMORES: Students who have credit for at least 32 semester hours of work and have earned at least 64 quality points.

FRESHMEN: All other students, not registered as special, are ranked as Freshmen, without regard to date of admission.

SPECIAL: Students who have not been admitted to candidacy for a degree.

GRADUATION REQUIREMENTS

General. A candidate for the Bachelor's degree must present at least 128 semester hours and 256 quality points. Entering freshmen during and after academic year 1970-71, 120 semester hours and 240 quality points. He must have made a general average of "C" or more in all of his work. He must fulfill to the satisfaction of the faculty all the requirements of the curricula of the General Education Program and at least one major. HE MUST SPEND HIS SENIOR YEAR IN THE COLLEGE AND COMPLETE IN RESIDENCE AT LEAST 30-32 OF TOTAL SEMESTER HOURS REQUIRED FOR THE DEGREE.

Seniors who fall short of completing requirements for graduation may enroll at other accredited colleges or universities to satisfy completion of requirements, provided both the courses to be taken and the institution to be attended are *first* approved by the Vice President of Academic Affairs, Adviser, Registrar, and the President.

Requirements for graduation will be governed by the catalog under which a student first enrolls in the institution, *provided he graduates within a period of five years*. Otherwise, graduation requirements will be governed by the catalog which is in effect at the time he re-enters the college. Any exception must be determined by the Committee on Admissions and Standards.

General Education Program

The main purpose of the General Education program is to enable each student to acquire a broad and substantial foundation in the major fields of knowledge. The program is designed to complement the program of specialized education by preparing students for responsible and imaginative living as well integrated members of the society.

Entering freshmen are required to take a series of examinations for placement and counseling purposes during Freshman Week. The achievement tests in Mathematics, Foreign Language, Reading and Speech are for placement, and interest and psychological tests for use in counseling.

Students who, through testing, demonstrate proficiency in a subject matter area may be given advanced standing in that specific area. This, however, will not reduce the total number of hours required for graduation.

Students who fail to demonstrate proficiency in Mathematics, Reading and Speech may be required to take remedial courses in these areas.

A student may begin his major in the freshman year.

The normal load for a freshman student is 15 semester hours.

A FRESHMAN WHO IS REQUIRED TO TAKE REMEDIAL ENGLISH MAY NOT REGISTER FOR MORE THAN 12-13 SEMESTER HOURS.

BASIC REQUIREMENTS

1. English Composition and Literature—12 hours are required.
English 131-132. Freshman English
English 231-232. World Literature
Credits in remedial work cannot be used for fulfillment of general requirements.
- II. Foreign Language—12 hours are required in all majors except Bus. Ad. & Economics, Physical Education, Elem. Ed., Early Childhood Ed.
Foreign Language requirements are ordinarily represented by two years of study of a language in college.
- III. The Humanities and Fine Arts—12 hours are required.
 - A. Philosophy and Religion—6 hours
Group 1 Religion:
Religion 130. The Judeo-Christian Heritage.
Religion 131. Survey of the Great Living Religions.
Group 2 Philosophy:
Philosophy 131. Introduction to Philosophy
Philosophy 234. Ethics
Philosophy 233. Logic; or 239. Formal Logic.
 - B. Other courses in Humanities and Fine Arts—6 hours
Art Appreciation 101
Music 131. Music Appreciation or Music 231
Drama 231. Theatre, A Reflection of the Times
- IV. The Social Sciences—12 hours are required.
 - A. History—6 hours
History 231-232. World Civilization
History 135, 136. History of United States
 - B. Other Social Sciences—6 hours
Economics 131. Principles
Political Science 131. American Government
Sociology 131. Principles
Psychology 131. General Psychology I
Geography 100 or 101. Introduction
- V. The Natural Sciences and Mathematics—9-10 hours
Three or four hours of a laboratory science are required, plus six hours of Mathematics.
Biology 145 (formerly 131)
Chemistry 131
Earth Science 131
Earth Science 132
Biology 141
Biology 241

Chemistry 241

Physics 241

Mathematics

Biology 145 and Chemistry 131 are designed for students who know that they wish to take only one semester of Science.

VI. Physical Education—4 hours are required (2 hours in each area)

Physical Education 121—Personal Hygiene

Physical Education—Practice

All students are required to satisfy the requirements of the elementary course in swimming, Physical Education 110. Non-swimmers may register for Physical Education 110 in lieu of one of the required activity courses Physical Education 114, 115, 116, 117, 118, or 119. Students capable of satisfying the requirements of Physical Education 110 may substitute one of the more advanced courses in swimming for one of the required activity courses or they may elect to take the regular requirement of 2 semesters of physical education activity courses.

Students who fail in the mathematics placement tests are required to take a remedial course in mathematics. Students taking the test in French will be placed, according to their scores, in French 131, 132, or 231. Students taking the test in other foreign languages will follow the same procedure as those in French.

It is recommended that students who are placed in French 231-232 take French 333-334 in order to have 12 hours of college French.

It is recommended that not later than the sophomore year, a student shall apply for a major after the first semester. The application is sent to the Division concerned by the Registrar. Members of the Division will have the opportunity to observe and advise the student while there is enough time to make adjustments in the student's program, if necessary. The student is then able to find the place which is most profitable for him.

FOREIGN LANGUAGE REQUIREMENT EFFECTIVE WITH ENTERING FRESHMAN CLASS 1970-1971:

Two years of foreign languages are required of students majoring in all departments except as provided below:

1. Students majoring in mathematics and biology are required to take one year of foreign language or the equivalent.
2. Students majoring in economics and business administration, elementary education, Early Childhood education, and physical education are not required to take a foreign language.

ENGLISH PROFICIENCY:

STUDENTS ENTERING JOHNSON C. SMITH UNIVERSITY DURING AND AFTER THE ACADEMIC YEAR 1969-1970:

The university requirement of demonstrated English Proficiency must

be met by achieving grades of "C" or better in required Freshman English courses, 131 and 132.

STUDENTS ENROLLED PRIOR TO ACADEMIC YEAR 1969-1970:

The university requirement of demonstrated English proficiency must be met *either* by presenting grades of "C" or better in Freshman English courses, 131 and 132, or by passing the English Proficiency Test.

EXEMPTION FROM PHYSICAL EDUCATION ACTIVITIES

Each student is required to participate in the college physical education program. To be exempted from physical education activities for medical reasons, the student must secure a permanent excuse from the college physician. This excuse must be placed on file in the Registrar's Office. VETERANS ARE EXEMPTED FROM PHYSICAL EDUCATION ACTIVITIES.

MAJOR PROGRAM

Subjects are arranged under the following four divisions:

Division I. THE HUMANITIES—English, French, German, Music, Philosophy, Religious Education, Spanish, Speech.

Division II. THE SOCIAL SCIENCES—Business Administration and Economics, History, Political Science, Sociology.

Division III. EDUCATION, PHYSICAL EDUCATION AND HEALTH, AND PSYCHOLOGY — Art, Education, (*Early Childhood Education, Intermediate Education, and Secondary Education*), Geography, Physical Education and Health, Psychology.

Division IV. MATHEMATICS AND SCIENCES—Biology, Chemistry, Mathematics, Physics.

Students may concentrate in any one of the divisions listed above and may major in the following subjects: Biology, Business Administration, Chemistry, Economics, Early Childhood Education, Intermediate Education, English, French, History, Mathematics, Mathematics-Physics, Music, Philosophy, Physical Education-Physics, Political Science, Psychology, Religious Education, Sociology.

DEGREES

The College administers four years of work leading to the degree of Bachelor of Arts or Bachelor of Science.

Degrees with Honors

To be graduated *Cum Laude* — A student must have spent at least two years in residence at the College and have earned an average of 3.0 to 3.49.

To be graduated *Magna Cum Laude* — A student must have spent three years in residence at the College and have earned an average of 3.5 to 3.69, and must have no grade below "C".

To be graduated *Summa Cum Laude* — A student must have spent at least three years in residence at the College and have earned an average of 3.7 to 4.0 and must have no grade below "C".

JOHNSON C. SMITH UNIVERSITY
FINANCIAL INFORMATION

The fees and charges listed herein are applicable to all students. In addition to regular fees and charges, a separate listing of special fees and charges is provided for those persons who may be affected thereby. Travel, clothing, books and other personal expenses are not included. However, the cost of text books and supplies can be expected to average at least \$110.00 per year or \$55.00 per semester.

New students, freshmen or transfer students, as evidence of intention of attending Johnson C. Smith University and in order to keep the student's application in good standing, are required to make a deposit of \$25.00 by July 15 after acceptance by the University. The deposit will not be refunded, but will be applied to the student's account upon registration.

REGULAR SESSION FEES:

	<i>Per Semester</i>	<i>Per Year</i>
Tuition -----	\$ 508.00	\$1,016.00
Union Fee -----	35.00	70.00
Athletic Fee -----	15.00	30.00
Insurance and Health Fee -----	9.00	18.00
UNCF Fee -----	2.00	4.00
Total Fees, Day Student -----	\$ 569.00	\$1,138.00
Room and Linen Rental Charges -----	\$ 190.00	\$ 380.00
Meal Charges Under Boarding Plan -----	245.00	490.00
Total Fees, Boarding and Lodging Students	\$1,004.00	\$2,008.00
Part-Time Student Tuition and Fee Rates:		
Per Semester Hour (less than 12 hrs.) --	\$ 47.42	\$ 47.42
Room and Board Rates, same as above		

PAYMENTS:

Total semester fees and charges are due and payable in full on or before registration of each semester. Any student not making the required full payment of fees and charges will be assessed an additional fee of \$18.00 per year for partially defraying the cost of handling an installment arrangement.

Please mail payments not less than two weeks prior to due date or pay in person at the time of registration. Students are strongly urged to pay in advance to reduce the registration procedure time. Remittances of money for school expenses should be made by certified check or money order payable to Johnson C. Smith University. Address payments to Cashier's Office, Johnson C. Smith University, Charlotte, North Carolina 28216.

Any student desiring an installment arrangement for one or more years should contact The Tuition Plan—575 Madison Avenue—New York, New York 10022. The company will accept any Johnson C. Smith University student under one of their installment plans as selected by the student's parents upon application to them at the above address. The company will adjust payment schedule for any scholarship, other loans or aid the student is provided through the University which will be used to apply against school charges.

INCIDENTAL FEES AND DEPOSITS:

Admission Application Fee—New Students	\$10.00
(no refund or credit on account)	
New Student Reservation Deposit	25.00
(no refund—credit applied to account)	
Room Reservation Deposit	25.00
(no refund—credit applied to account)	
Installment Fee, per year	18.00
Meal Card Replacement Fee	5.00
ID Card Replacement Fee	5.00
Graduation Fee	15.00
Student Teaching Fee	30.00
Music Private Lesson Fee, per 1/2 credit hour	15.00
Music Instrument Use Fee, per semester	10.00
Ambulance or other medical or dental expenses	
not covered by insurance	Actual Cost
Infirmary Medical Treatment Charges each (after first)	2.00
Infirmary Room Charges (after 3rd day) per day	6.00

INCIDENTAL FEES AND DEPOSITS:

Transcript Fee (after first)	\$ 1.00
Late Registration Fee per each day late	5.00
Dormitory Lost Key Fee	1.00
Make up or Late Examination Fees, each	2.00

AUDITING COURSES:

Auditing of courses is open, without credit, to any person upon the payment of all regular applicable fees. Currently enrolled full-time students may audit courses without additional charges. An auditor is not required to participate in class discussions, prepare assignments or take examinations.

REFUNDS:

Refunds upon official withdrawal of a student will be made minus any amounts due the University as follows:

1. Lodging: Number of full weeks remaining in term excluding Christmas and Spring break holidays, at the rate of \$11.00 per week from time of approved official withdrawal.
2. Board: Refund computed at the rate of \$2.05 per day from date of official withdrawal and surrender of meal card to the Business Office.
3. Tuition and General Fees:
 - 90 percent when withdrawal is within two weeks of registration date.
 - 75 percent when withdrawal is within four weeks of registration date.
 - 50 percent when withdrawal is within eight weeks of registration date.
 - None when withdrawal is after eight weeks.

SPECIAL NOTICES AND EXPLANATIONS:

1. The University reserves the right to increase or decrease all fees and charges as well as add or delete items of expense without advance notice as circumstances, in the judgment of the Administration, may require.
2. The day of an official withdrawal of a student is the date affixed to the withdrawal form by the Dean of Student Affairs.
3. Room and Board rates are based on the average cost of operations for the entire school year which includes provision for services only during the scheduled operational days. Allowances have therefore been made for the Christmas and Spring break holidays when these facilities are closed. Every student is strongly advised to be prepared to vacate the campus premises during these two vacation periods.
4. With the exception of special cases in which permission has been obtained from the Dean of Student Affairs, students from outside the county of Mecklenburg are required to reside in the University Residence Halls and take board in the University Cafeteria.
5. Students' property in residence halls and other university buildings is at the sole risk of the owner and the university is not responsible for loss from theft or damage to such property arising from any cause.
6. Students are required to pay, at replacement cost, for any loss of or damage to University property, due to abuse, negligence or malicious action, and will be subject, also, to disciplinary action.
7. Personal spending money or allowances should be sent directly and made payable to the student in the form of money orders or certified checks. The University cannot cash personal checks for students in any amount.
8. Diploma and transcripts of records are withheld until the student has paid in full all fees and charges due the University. Moreover, a student in debt to the University in any amount will not be admitted to final examinations in any course, nor will he be permitted to register for any subsequent semester or term until his obligations are paid. Any student whose account is in arrears by thirty (30) days or more is subject to dismissal from school for non-payment of fees.
9. Student teachers who are boarding students at the University will be granted credit on their accounts for meals missed during their absence from the campus provided the meal card is surrendered at the Business Office prior to their official leave. No credit will be allowed on room rent or other fees.
10. The student is responsible for his personal laundry and dry cleaning.
11. Cooking or the use of electrical or mechanical cooking appliances in University Residence Halls is prohibited.
12. No student who is indebted to the University will be permitted to join a social fraternity or sorority.

DIVISION OF STUDENT AFFAIRS

Programs and services for student life and development are administered through the Division of Student Affairs. These programs include student life and development programs, counseling and testing, religious life, residence hall life, student activities, student health services, student financial aid, the university union, judiciary programs, and career planning and placement.

The Division of Student Affairs is committed to the educational philosophy which views education as a developmental process involving the total person. It is the objective of the division to aid students in achieving the full potential of their intellectual development, emotional stability, vocational interests, spiritual growth, social and recreational expression, and in general, to facilitate the development of each individual to the end that he will become increasingly self-directed.

Student Life and Development. Programs focusing on the general development of students individually and in the group are provided through the Office of the Dean of Student Affairs, who coordinates and supervises the overall administration of the Division, the Offices of the Dean of Men and the Dean of Women.

Counseling and Testing

Counseling and testing programs are provided to assist students in assessing their opportunities for educational, vocational and personal development; to assist students in solving problems of personal adjustment. Students will find assistance in dealing with their vocational concerns, mental health problems, religious concerns and problems, and problems of personal adjustment.

Religious Life

Programs of religious life are developed and coordinated by the University Chaplain. This program consists of religious activities representing educational and spiritual values in terms of individual development and personal discipline.

Residence Hall Life

The University maintains residence halls for men and women. Students who are not residents of Mecklenburg County (N. C.), as far as space will permit, are required to live in the residence halls. Exceptions must be obtained through the Office of the Dean of Student Affairs.

Housing. Students must apply for campus housing through the Office of the Dean of Student Affairs. Arrangements for housing must be made separately from academic admission procedures and must be made by each student each year. A student must be admitted to the University before receiving a housing assignment.

A room deposit of twenty-five dollars (\$25.00) must accompany each application for housing. This deposit will be held until the student complies with the required procedure for admission to university housing; these terms having been met, when the student registers for the period for which the application is made, the deposit will be applied to the student's account.

Housing deposits are not refundable.

A housing deposit may be used during either semester of a particular academic year. If a student makes a deposit and does not enroll in the University during that academic year the deposit will be forfeited.

Students will be notified of the approval of their applications in the form of a student housing assignment, which must be accepted or rejected by a date indicated on the form. Failure to comply with these dates may result in cancellation of the assignment.

A housing assignment is made for one academic year, except for students graduating or separating themselves from the University during the semester. An individual who accepts an assignment in campus housing obligates himself to remain for the period of the assignment. Any exception must be approved by the Dean of Student Affairs and the Office of Business Affairs. Residents must not move from the residence hall without this approval.

Students who live off-campus must keep the Office of the Dean of Students informed of their correct address. Students in off-campus housing are responsible to the University as enrolled students, relating through the Offices of Dean of Men and Dean of Women. Off-campus students are expected to maintain the same standards of citizenship as students in the residence halls.

Student Health Services

Health supervision and medical care are provided for students through the Student Health Services. The staff consists of the Student Health Service Physician and staff nurses.

A Physical Examination is required of each new student. This examination should be secured by the student before admission to the University.

All full-time students are entitled to consult with the Health Services staff. Students living off campus must report to the Health Center for treatment.

Persons reporting to Health Services for treatment will be given the initial dose of medicines and drugs available. Prescriptions will be given for subsequent drug and medicinal needs to be filled at the student's expense. If the Health Services provide medication beyond the initial dose, these will be given at the student's expense.

Frequently, specialists are needed for students. In such cases the Health Service staff will refer students to recommended specialists. The cost of the services of specialists will be the responsibility of the student and his parents.

Students who need hospital care will be referred to hospitals in the city of Charlotte. The cost of hospitalization care will be the responsibility of students and their parents.

Health and Accident Insurance

Students are urged to carry adequate health insurance to protect against the possibility of serious illness or injury requiring hospitalization or ex-

pensive medication and/or treatment. The University has accident and hospitalization insurance which is required of each student. Cost of treatment and hospitalization beyond the amount covered by this insurance is the responsibility of the student and his parents.

Students with coverage under "Family health plans" should check frequently their status in the plan as most family plans have certain age limitations.

Student Activities

The program of student activities includes all organized out-of-class activities of students and student organizations. Basic to this program is the belief in the value and need for a program of out-of-class activities that provide adjunct experiences to the academic program; provide opportunities for the development of student leaders and responsible group participation, and provide avenues for social interaction, creative use of leisure time, and cultivate and give expression to the various interests of students.

Student Organizations may be classified into the following categories:
Student Governance: Student organizations which perform coordinative and regulatory functions in student life in the University.

The Student Government	Off-campus Women's Council
The Student Christian Association	Off-campus Men's Council
The Pan Hellenic Council	Liston Hall Residence Hall Council
Duke Hall Residence Hall Council	Sanders Hall Residence Hall Council
Berry Hall Residence Hall Council	Myers Hall Residence Hall Council
Carter Hall Residence Hall Council	Smith Hall Residence Hall Council
Men's Interresidence Hall Council	

Honorary Societies: Student organizations which give recognition to high scholarship achievement by individual students, and seek to promote an atmosphere of high scholarly attainment in the campus community.

Alpha Kappa Mu Honor Society

Beta Kappa Chi Honorary Scientific Society

Sigma Rho Sigma Honorary Society in the Social Sciences

Professional and Academic: Student organizations which are academic, departmentally related, and pre-professional, designed to bring together majors in particular academic disciplines and students with particular pre-professional interests in order to develop their interests, further their competency in the areas of specialization, and apply to out-of class situations, knowledge and skills acquired in classroom instruction.

Chemistry Club	The Psychology Club
Economics Club	Sociological Society
English Club	The Spanish Club
German Club	Act I (Club in Creative Expression)
History Club	International Relations Club
LeCercle Francais	Physical Education Club
Mathematics Club	Student National Education
Music Educators National	Association
Conference	Biology Club
The Philosophy Club	

Service. Student organizations whose purpose is to enrich the educational experience of their members, the campus and the community through a variety of service endeavors.

Alpha Phi Omega National Service Fraternity

Student Publications: The University Student (paper); The University Bull (annual).

Performing Groups. Performing groups and organizations which bring together for recognition and individual achievement students who have achieved through their participation in the several performing activities on the campus.

The University Union

The University Union is a service of organized programs cultural, social, recreational, and individual-interest activities serving all students, the faculty, administrators and staff; the Union program is also available for use by alumni. It is important to understand that the University Union is an organized program of services and not simply a building. The major focus of union takes place in the University Memorial Union Building, housing offices for staff, conference rooms, guest rooms, the bookstore, the post office, recreational facilities, the cafeteria, a snack bar, a music listening room, a main all-purpose lounge and ball room, and a browsing-reading room.

The Union Program is administered through an organizational structure consisting of the Governing Board, the Program Board and its several sub-committees and a professional staff.

The function of the University Union is to serve as a part of the educational program of the institution, as a laboratory of citizenship, training students in social responsibility and for leadership; to provide a cultural, social and recreational program, aiming to make free time activity a cooperative factor with study; to encourage self-directed activity, giving maximum opportunity for self-realization and growth in individual social competency and group effectiveness, its goal being the development of the person as well as the intellect.

Student Financial Aids

Scholarships:

Competitive Scholarships. The University offers twelve competitive scholarships to applicants for the freshman class. The competitive scholarships range up to full costs for the four-year period. Not more than one-fourth of the scholarship may be used during one academic year. The recipient must maintain honor grades (3.0 or B cumulative) in college for the scholarship to be renewed each year.

High school seniors who are interested in competing for these scholarships should take the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board in December. The competitive scholarships

are awarded on the basis of the scores made on the Scholastic Aptitude Test (SAT), high school grades, and recommendations. A limited number of honor scholarships, in smaller amounts, are offered to high school seniors who do not qualify for the Competitive Scholarship, but who do have very good scores in the Scholarship Aptitude Test (SAT) and exceptional high school records.

National Presbyterian College Scholarships. For superior young people preparing to enter as freshmen one of the forty-six colleges (including Johnson C. Smith) related to the Board of Christian Education, United Presbyterian Church U.S.A. *To be eligible:* Students must be communicant members of this denomination. The scholarships are competitive, and students must qualify by a specific date in December of the senior year in secondary school. For information and application, *write:* National Presbyterian College Scholarships, 425 Witherspoon Building, Philadelphia, Pa. 19107.

Loans

National Defense Student Loans: High school graduates who have been accepted for enrollment, or college students enrolled full-time, or at least half-time, and who need financial help for educational expenses are eligible for student loans. Students already enrolled must have a grade-point average of 2.00 (4.00 grading system). Interest begins to accrue nine (9) months after graduation.

State Guaranteed Loans: A program of borrowing through the Higher Education Act of 1965. Students may borrow from a bank or other leading institutions. A student from a family with an adjusted income of less than \$15,000 a year is eligible. Students may obtain State Loan Blanks from the Financial Aid Office.

Presbyterian (U.S.) Student Loan Fund. Eligibility: A member of the denomination doing full-time study in an accredited college or university. *Amount:* For undergraduate students, after freshman year, up to \$500 a year, to a maximum of \$1,500. *Terms:* No interest if repayment is completed within two years after student leaves school. After that, interest is calculated at 4% from time student leaves school. *Address:* Associate for Student Aid, Division of Higher Education, Board of Christian Education, Presbyterian Church in the U. S., Box 1176, Richmond, Virginia 23209.

Grants:

Educational Opportunity Grants (EOG). These grants are awarded to persons with exceptional financial need who require these grants in order to attend college. To be eligible, the student must also show academic promise. Students already enrolled must have a grade point average of 2.00 (4.00 grading system). Eligible students who are accepted for enrollment on a full-time basis or who are currently enrolled in good standing may receive an EOG for each year of their higher education although the maximum duration of a grant is four years. The amount of the grant will depend upon the student's need.

Grant-in-Aid. Grants-in-Aid are available to persons who show exceptional skills in *Athletics* and *Music*. Recipients of these awards must be recommended by the Heads of the Departments at Johnson C. Smith University.

College Education Achievement Project (CEAP). The College Education Achievement Project is a compensatory program designed to help high school graduates judged to have ability and interest in college, but whose preparation is weak. Financial assistance is available on a need basis for this program.

Employment:

College Work-Study. Students, particularly those from low income families, who need a job to help pay college expenses may be eligible under the federally supported College Work-Study Program.

Institutional Work-Aid. The Institutional Work-Aid Program is a program of employment provided from University funds. Qualified students who need financial assistance may be assigned campus employment. (See Terms and Regulations).

Other Sources:

Other sources of Financial Aid are available in assisting students in meeting their financial needs. Inquire about these additional sources at the Office of Student Financial Aid.

Awards and Prizes

THE ROBERT JAMES BROWN MEMORIAL FUND SCHOLARSHIP, awarded by Mr. and Mrs. William J. Brown of Rockville Centre, New York, in memory of their son. The conditions for these scholarships and the spirit which motivated Mr. and Mrs. Brown's awarding them are best described in the words of the original announcement in 1947.

"The Robert James Brown Memorial Fund Scholarships are given in memory of Robert James Brown who was a member of the class of 1946 at Wooster College. Bob was unusually interested in all having opportunity for training and development irrespective of race, creed or color. A paratrooper, Bob gave his life in Belgium saving a wounded fellow soldier.

"Four scholarships of \$150.00 each are awarded annually, two to Junior men and two to Senior men, on the basis of certain qualities of character, leadership, and scholarship. In awarding these scholarships, important consideration is given to the financial needs of the student and the effort he is making by his own work to meet such needs." (See also page 47 for the Robert James Brown Memorial Fund History Prize.)

The Joseph P. and Hattie C. Clinton Memorial Fund. Mr. Joseph P. Clinton of Chester, South Carolina, left a will of \$5,000.00 to be known as the Joseph P. and Hattie C. Clinton Memorial Fund. The income from this fund will be used to provide scholarship aid for deserving students.

The University offers to undergraduate students scholarships and student work aid, both under the supervision of the committee on scholarships and student aid.

The Robert L. Douglas Memorial Scholarship in Mathematics, awarded by Dr. Clarence F. Stephens, a graduate in the Class of 1938, in honor of the late Dr. R. L. Douglas who served for a number of years as Professor of Mathematics at the University. This scholarship of \$100.00 is awarded annually to a junior or senior mathematics student who has demonstrated ability and enthusiasm for graduate study in mathematics.

The Edward S. Robinson Memorial Scholarship. This scholarship is offered by the family of Edward S. Robinson, DVM, M.P.H., who died suddenly on September 30, 1962. At the time of his death, Dr. Robinson, a member of the Class of 1948, was employed by the New Jersey State Department of Public Health as Veterinarian and Epidemiologist. The scholarship of \$150.00 is awarded to a promising male junior or senior, of good character, in need of financial aid, and pursuing a pre-medical course or a major in biology.

The Catherine Hughes Waddell Memorial Scholarship, a merit scholarship of \$500, awarded to the best all-around student in scholarship, campus citizenship and deportment.

The Walter G. Anderson Memorial Fund. A small fund established in memorial of the late Reverend Dr. W. G. Anderson of Danville, Virginia, to be used as emergency grants for needy students who are majoring in Religious Education.

THE BREWER MEMORIAL PRIZES (two) of \$15.00 each are given annually by William M. Brewer in memory of his parents, the late Robert and Martha (Dye) Brewer, of Elberton, Georgia, and brother, Judge L. H. Brewer, (Biddle '11). One of these prizes will be presented to the major in English who maintains the highest average in English during his or her college course and the other will be presented to the major in Mathematics who maintains the highest average in Mathematics during his or her college course.

THE CARL T. RATLIFF SCHOLARSHIP of \$500 provided by Attorney Carl T. Ratliff of the class of 1951, is available to a student from Inkster High School in the city of Inkster, Michigan, who shows promise of high achievement in one or more areas of scholarship, athletics, music, dramatics, constructive leadership or good citizenship.

THE A. O. STEELE PRIZE IN RELIGIOUS EDUCATION of twenty-five dollars is given annually by the Community Leadership Training Class in Religious Education to the Freshman making the highest record in Religious Education for the year.

The Reader's Digest Foundation Endowed Scholarship Fund is provided by a grant of \$2,500 from the Reader's Digest Foundation through its scholarship program. The annual income from the fund granted for each of four years, 1966-70, makes scholarship assistance available to a highly qualified student.

The Jefferson Standard Scholarship of \$600 is provided annually by the Jefferson Standard Foundation, beginning in the 1969-1970 school year, for a major in business administration.

The Lionel H. Newsom Scholarship of \$100 is offered annually by Dr. Lionel H. Newsom to the varsity athlete who makes the highest honor (B or above) average for the school year.

James G. K. McClure Educational and Development Fund. The objective of this college scholarship program is to aid financially deserving and academically promising residents of Western North Carolina to enter college and to pursue their formal education beyond high school. Rural residents will be given preference in the selections, provided their academic and other qualifications are satisfactory. Evidence of Christian character and the desire to be of service to one's fellowmen are considered of basic importance in the selection of the recipients. Apply to James G. K. McClure Educational and Development Fund, Inc., Box 1940, Asheville, North Carolina.

Placement

Career Counseling and Placement Services. The Career Counseling and Placement Services, a part of the Office of the Dean of Students, is prepared to assist students through vocational counseling and job placement. The Director is available to aid students in their exploration of possible career fields. Collections of vocational literature are maintained in the Placement Office.

Job Placement Services are available to undergraduates, graduating seniors and alumni. These services include assistance with fulltime and summer positions. The office maintains contact with business, industry, school systems, government, non-profit and educational organizations through the hundreds of job listings annually by employers and through visits made by the placement personnel.

Through personal interviews students are given assistance in techniques of job hunting and in the selection of positions in which their training and capabilities will be best utilized.

Cooperative Education Program. The purpose of the C.E.P. is to expose the students to the practical world of work as well as the theoretical. This plan integrates classroom experience and practical work experience in industry, business, government or service type work situations. The work experience constitutes a regular and essential element in the educative process and some minimum amount of work experience and minimum standards of performance are included in the requirements of the institution for a degree under this program. For further information contact: The Placement Office, Johnson C. Smith University, 100 Beatties Ford Road, Charlotte, North Carolina 28216.

Standards For Student Life

Johnson C. Smith University assumes that it is a community of mature students. It expects that the students will engage in life patterns accordingly.

The University standards are designed to maintain those conditions

which will guarantee the best possible development of the mental, physical, social and spiritual potentialities of every student on the campus. Success in this connection is dependent upon the fullest cooperation of everyone who participates in the life of the University. The following minimum regulations are set forth, as guiding principles for all students.

Membership In The University

Attendance at Johnson C. Smith University is a privilege and not an inherent right. The University requires each student to observe the guidelines for student life in the University as found in this catalogue, the Student Handbook, house regulations governing life in the several residence halls, and other policies and procedures published in official University publications.

The University reserves the right to cancel the enrollment of any student who abuses this privilege and violates the standards of life in the University when it shall be determined through the established process that a student has forfeited his privilege to remain in the University.

The basic standards, policies and procedures for student life are set forth in the *Student Handbook* and are supplemented by policies and procedures specific to the various administrative and academic offices.

Administration of University Regulations and Standards

Regulations are normally administered by the office responsible for the several areas which the regulations govern. When difficulties arise in observance of these regulations to the point where such difficulties cannot be resolved by the administrative supervisor of that area, it shall be referred for adjudication through the judicial system established for student discipline, as outlined in the *Student Handbook*.

ATHLETICS

Physical education and health, and athletics are considered integral parts of the total educational program offered at Johnson C. Smith University.

The University is a member of Central Intercollegiate Athletic Association, National Collegiate Athletic Association, National Association of Intercollegiate Athletics, American Tennis Association and National Intramural Association.

COURSES OF INSTRUCTION

SYSTEM OF COURSE NUMBERS

Courses beginning with 1 are intended primarily for Freshmen, 2 for Sophomores, 3 and 4 for Upperclassmen.

A course numbered 231a or 231b denotes that the same course is offered in both semesters, *a* for the Winter semester, and *b* for the Spring semester.

DIVISION I. THE HUMANITIES

The Division of Humanities includes four departments: English and Speech, Foreign Languages, Music, and Religious Education and Philosophy. Majors and minors are offered in all of these departments.

HUMANITIES

- 223. *Art, Basic Design.* Emphasis in this course will be placed upon the understanding of Basic Design as it relates to visual experience; Studio problems involving form, color, and texture; selected reading, exhibits and museum visits. *Credit 2 semester hours.*
- 224. *Art, Painting Techniques.* Emphasis in this course will be placed upon painting techniques both past and present; Studio work in tempera, water colors, polymer and oil painting; selected reading, slide exhibits and museum visits. *Credit 2 semester hours.*
- 321. *Introduction to the Fine Arts.* Background material and studies to stimulate understanding of music, architecture, sculpture, painting and languages. Lectures, demonstrations, museum visits, concerts and student essays. *Credit 2 semester hours.*

DEPARTMENT OF ENGLISH

Objectives

The Department of English seeks to accomplish the following aims:

- 1. To develop in students an adequacy in the skills of effective writing, speaking, listening, and reading.
- 2. To emphasize the importance of a mastery of the tools of communication for achievement in all phases of living.
- 3. To acquaint students with many of the literary masterpieces of the world, together with principles of evaluating them.
- 4. To encourage students in the cultivation of a genuine appreciation for literature.
- 5. To provide specialized and intensive study in English and American literature and the English language for students who desire to pursue careers in the teaching of English or in letters.

The Major in Pure English: Thirty semester hours in English above the Sophomore literature requirement. **Required courses:** English 331-332 or 333-334; three credits in the English Language, and at least two of the following courses: Chaucer, Shakespeare, Milton. Other courses should

be elected to assure acceptable distribution over the entire field of English language and literature.

The Teaching Major: Twenty-four semester hours above Sophomore literature and the required courses in the Department of Education. Where feasible, the “teaching major” should secure at least fifteen credits in a Second Teaching Field.

Minor. Eighteen semester hours in English above the Sophomore literature requirement.

*Majors and minors in English will not be given credit for courses in English in which they earn grades below “C.”

Teacher Certification

Students who choose English as a first teaching field are required 1) to follow the curriculum prescribed for prospective teachers of English; 2) to maintain the (2.5) accumulative grade-point average required for admission to the teacher education program. No course grade earned in English may be lower than “C.”

CURRICULUM FOR MAJORS IN ENGLISH

Freshman Year

First Semester		Second Semester	
English 131 -----	3	English 132 -----	3
French 131 or Spanish 131 or German 131 -----	3	French 132 or Spanish 132 or German 132 -----	3
Biology 145 or Chemistry 131	3+	Mathematics 131 (or equivalent)	3
Mathematics 131 -----	3	*History 132 or 136 -----	3
*History 131 or 135 -----	3	P. E. Activity (Student's Choice) -----	1
P. E. Activity (Student's Choice) -----	1	Drama 231 -----	3
	16-17		16

Sophomore Year

First Semester		Second Semester	
English 231 -----	3	English 232 -----	3
French 231 or Spanish 231 or German 231 -----	3	French 232 or Spanish 232 or German 232 -----	3
Psych. 131 or Political Sci. 131	3	Art 436 or Music 131 or equivalent -----	3
P. E. 121 -----	2	Economics 131 or Sociology 131	3
Philosophy 231 or 233 or 235	3	Elective -----	3
Elective -----	3		
	17		15

*Students must continue in the area of History in which they begin, i.e., they have a choice of one of two sequences: 131-132; 135-136.

Junior Year			
First Semester		Second Semester	
English 331 or 333	3	English 332 or 334	3
English 301 or English Elective	3	English 302 or English Elective	3
English Elective	3	English Elective	3
Minor	3	Minor	3
Free Elective	3	Free Elective	3
—		—	
15		15	

Senior Year			
First Semester		Second Semester	
English Electives	6	English Electives	6
Minor	6	Minor	3
Free Elective	3	Free Electives	2
—		or more	
15		11	

*English electives should be chosen with requirements of distribution and sequence in mind. The above distribution of course credits yields the minimum total of 120 credits required for graduation. Students are urged, however, especially those who plan to enter graduate school (immediately or at some future date), to accumulate as many credits as possible in excess of the 120-credit minimum.

CURRICULUM FOR MAJORS IN TEACHING OF ENGLISH

Freshman Year			
First Semester		Second Semester	
English 131	3	English 132	3
French 131 or Spanish 131 or German 131	3	French 132 or Spanish 132 or German 132	3
Biology 145 or Chemistry 131	3+	Mathematics 131 (or equivalent)	3
Mathematics 131	3	Drama 231	3
Fine Arts (Aesthetics)	3	Free Elective	2
P. E. Activity	1	P. E. Activity	1
—		—	
16-17		15	

Sophomore Year			
First Semester		Second Semester	
English 231	3	English 232	3
French 231 or Spanish 231 or German 231	3	French 232 or Spanish 232 or German 232	3
P. E. 121 (Personal Hygiene)	2	Philosophy 235	3
Free Elective	2	Economics 131 or Sociology 131	3
History 131 or 135	3	History 132 or 136	3
Psych. 131 or Political Sci. 131	3	—	
—		—	
16		15	

Junior Year

First Semester		Second Semester	
English 331 or 333	3	English 332 or 334	3
English 301 or English Elective	3	English 302 or English Elective	3
Developmental Reading	3	Phy. Ed. 226	2
Education 221	2	Education 233	3
Psychology 337	3	Elective in Philosophy	3
Free Elective	3	Free Elective	2
	—		—
	17		16

Senior Year

First Semester		Second Semester	
English (Requirement)	3	**English 429	2
English (Requirement)	3	**Education 437	3
English Elective	3	**Psychology 331	3
Free Elective	2	Education 463	6
		(Student Teaching in the Secondary School)	
	—		—
	11		14

Courses preceded by two asterisks (**) are six-week “block” courses.

DESCRIPTION OF COURSES

Note: Hyphenated courses are regarded as year courses and must be taken in sequence. Courses marked with an asterisk (*) to the right are required for teacher certification.

Areas of Language and Writing

- English 131-132 *Freshman English.* Three credit hours each semester.
Introduction to the language-literature-composition tripod. Based on a rhetorical approach to writing, 131 seeks to develop the student’s skill in composition, and 132 seeks to strengthen the facilities of research and report writing. In addition, both 131 and 132 are designed to develop an appreciation for the various literary genres. Prerequisite to all other courses in English and a graduation requirement for all students.
- English 233 *Creative Writing.* Three credit hours.
Study of theory and techniques of the short story, the essay, the novel, and poetry. Individual experimentation in the various genres. Enrollment with prior consent of instructor.
- English 234 *Advanced Composition.* Three credit hours.
A requirement for all English majors and minors who do not average a “B” in all freshman composition work. Recommended for all students who would increase their proficiency in writing.

English 430* *The English Language.* Three credit hours.

A study of the principles of language study, with special attention to the historical and linguistic forces which have affected the development of the English language.

English 439* *Modern English Grammar.* Three credit hours.

Rapid review of traditional grammar and current usage problems, followed by a descriptive analysis of the structure of present-day English in the light of recent research in linguistics.

Area of Literature

English 231-232 *World Literature.* Three credit hours each semester

An in-depth study of selected literary masterpieces primarily of western civilization, with some attention to major works of other cultures. The chronology of periods and literary movements will be observed wherever feasible; the two halves of the course must be taken in sequence.

English 235 *Introduction to Fiction.* Three credit hours.

A brief historical survey of the development of short fiction in the Western world; illustration by means of representative stories, some of the major advances made in the techniques of short story and short novel composition by European and American writers during the past century and a half.

English 300 *Chaucer.* Three credit hours.

The "Canterbury Tales," "Troilus and Criseyde." Detailed study of these works with attention to Middle English and medieval culture; study of changing critical approaches to Chaucer.

English 301 *Great English Writers.* Three credit hours.

A study of major English writers in the various genres.

English 302 *Great American Writers.* Three credit hours.

A study of major American writers in the various genres.

English 331-332 *English Literature.* Three credit hours each semester.

A survey of English literature from *Beowulf* to selected works of the present time.

English 333-334 *American Literature.* Three credit hours each semester.

A survey of American literature from selected works of the Colonial period to selected works of the present time.

English 335 *The Novel: To 1850.* Three credit hours.

Extensive reading of novels by representative writers up to 1850.

English 336 *The Novel: 1850 to the Present.* Three credit hours.

A continuation of English 335, but each course may be taken independently of the other.

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- English 337 *Shakespeare.* Three credit hours.
A study of at least twenty of the plays (eight in detail), the sonnets, and the Roman poems.
- English 338 *English Drama in the Time of Shakespeare.* Three credit hours.
Chief English dramatists, excluding Shakespeare, from 1593 to closing of the theaters in 1642.
- English 339 *Non-Dramatic Elizabethan and Jacobean Literature.* Three credit hours.
Poetry and prose of the period, with emphasis on the development of lyric poetry and on the "Metaphysical School."
- English 400 *Milton.* Three credit hours.
Selected prose and all of the English poems.
- English 401 *Literature 1660 to 1745.* Three credit hours.
The chief writers of this period: Bunyan, Dryden, Steele and Addison, Defoe, Swift, Pope.
- English 402 *Literature 1745 to 1798.* Three credit hours.
Chief literary figures of this period—Fielding, Johnson, Goldsmith—in some detail; consideration of other poets—Gray, Collins, Burns, Crabbe, Blake—and other prose writers such as Hume and Burke.
- English 431 *British Drama 1660 to 1750.* Three credit hours.
Plays, playwrights, and theaters from the Restoration to Garrick, from heroic to romantic drama, from Dryden to Lillo, from Etheridge to Fielding and Foote.
- English 432 *British Drama 1750 to 1900.* Three credit hours.
Sentimental and laughing comedy, Gothic melodrama, romantic melodrama, realism, high comedy, and the social play, including Goldsmith, Sheridan, Lytton, Boucicault, Robertson, Jones, Pinero, Gilbert, Wilde, and Shaw.
- English 433 *Romantic Poetry.* Three credit hours.
English poetry from Wordsworth to Keats; certain essays, literary and critical, by the writers of the time.
- English 434 *Studies in Victorian Literature.* Three credit hours.
Centered upon intensive study of the major post-Romantic poets, but subject matter may vary from year to year.
- English 435 *Contemporary Literature.* Three credit hours.
Study of outstanding figures of British and American literature from 1914 to the present. Choice of authors and subjects may vary from year to year.
- English 437 *Black Literature in Modern America.* Three credit hours.
A study of key writers associated with Black Nationalism and the Black Arts Movement. Subject matter may vary from year to year.

- English 438 *Principles of Literary Criticism.* Three credit hours.
Review of the history of Western criticism; study of developments in literary theory; guided experiences with practical criticism.

Area of the Teaching of English

- English 429 *The Teaching of English.* Two credit hours.
A study of philosophy, materials, and techniques used in teaching language, literature, and composition in grades 7-12.

Area of Speech and Drama

The minor in Speech and Drama consists of eighteen (18) approved semester credit hours.

- Speech 121-122 *Oral Communication.* Two credit hours each semester.

First semester, consideration of the nature of oral communication, training in articulation, pronunciation and vocabulary. Second semester, more intensive training in organization of ideas and higher level practice for mastery of speech standards. Each enrollee must perform a minimum of ten brief speeches per semester; speeches should be graduated in length and difficulty. Limited enrollment per course section required.

- Speech 230 *Fundamentals of Oral Interpretation.* Three credit hours.

Emphasis on understanding literature through study of meaning, mood, imagery, and theme. Analysis and development of techniques in presentation. Prerequisite: Sophomore standing and two credits in a beginning course in Speech.

- Speech 231 *Fundamentals of Speech.* Three credit hours.

Instruction in the principles of preparing and presenting effective public messages, with emphasis on types of speeches. Application of these principles in the analysis of contemporary speeches and in the presentation and critique of student speeches.

- Speech 232 *Theory and Practice of Persuasion.* Three credit hours.

Consideration of principles, processes, and methods of persuasion with practice in the preparation and delivery of various types of persuasive speeches; includes critical and creative problems in both oral and written forms. Prerequisite: three credits of basic Speech, or consent of instructor.

- Speech 320 *Speaking in the Professions.* Two credit hours.

Practice in preparing and presenting various types of speeches expected of professional people; planning and conducting public discussions. Prerequisite: consent of instructor.

- Speech 331 *Rhetoric of the Black Revolution.* Three credit hours.

An examination of public discourse as it affects and reflects the process of dynamic social change. Historical and contemporary instances of rhetorical processes are considered. Prerequisite: Sophomore standing.

Speech 430 *Psychology of Speech.* Three credit hours.

The psychological principles involved in oral communication and how they apply to individual and group special problems.

Drama 231 *Theater, A Reflection of the Times.* Three credit hours.

A survey course in theater, studying the development of the dramatic image in relation to the social order, including treatment of the critical values used in judging theatrical productions.

Drama 333-334 *Drama Workshop.* Three credit hours each semester.

A practical course in the staging of plays with attention given to acting, lighting, costuming, make-up, scene design, and other aspects of the art. Lecture and workshop; open to all students interested in dramatics. Though the course may be taken for as many semesters as the student desires, credit will be given only for two semesters' work.

COMMUNICATIONS

Communications 131. *Introduction to Radio I.* History of radio. Writing, producing, directing, and announcing commercials. News: researching, interviewing, writing, and announcing news. *Credit: 3 semester hours.*

Communications 133. *Introduction to Television I.* Techniques of television. Producing, directing, writing, and announcing commercials, news, documentaries. *Credit: 3 semester hours.*

Communications 132. *Introduction to Radio II.* News analysis. News interviews, writing, and announcing. "Remote broadcasts." Sporting events. The discussion program. *Credit: 3 semester hours.*

Communications 134. *Introduction to Television II.* Techniques of television. Producing, directing, writing, announcing news, documentaries, interviews, dramas. *Credit: 3 semester hours.*

JOURNALISM

231. *Introduction to Journalism.* The function of the journalist in a democracy; the organization of a newspaper; what news is; how newspapers get news; emphasis on the function of a reporter; intensive practice in writing various types of news stories; a discussion of newspaper history and of today's newspapers and other media of mass communication, including radio and television. *Credit 3 semester hours.*

232. *Reporting of Public Affairs.* Instruction and practical experience, insofar as community opportunities provide, in reporting governmental and other events of general community interest; intensive practice in writing news stories and features designed for newspaper publication. Prerequisite: Introduction to Journalism. *Credit 3 semester hours.*

DEPARTMENT OF FOREIGN LANGUAGES

Placement Tests—All students who have studied two or more years of a foreign language in high school are required to take a placement examination in that language studied. Students taking the test will be placed according to their scores in either 232, 231, 132, or 131. In case a student fails the placement examination, he is eligible to enroll in any Foreign Language 131.

FRENCH

A major in French shall consist of thirty hours beyond French 232 or a total of 42 semester hours. A minor in French shall consist of fifteen semester hours beyond French 232 or a total of twenty-seven semester hours.

The following courses are required for a major: French 331, 332, 333, 334; 431, 432, 433, 434, 435 and 436.

- 131a-131b. *Elementary French*. Primary object: to enable the students to understand French, written and spoken. *Credit 3 semester hours*.
- 132a-132b. *Elementary French*. Primary object: to enable the student to reproduce easy French, written or spoken. Prerequisite: French 131. *Credit 3 semester hours*.
231. *Intermediate French*. Continued stress on pronunciation and the understanding of the spoken French. *Credit 3 semester hours*.
232. *Intermediate French. French Composition*. Written themes based on the reading and individual projects. Special study of idioms and tense uses. Prerequisite: French 231. *Credit 3 semester hours*.
331. *Survey of French Civilization to 1715*. A general survey of French civilization from the beginnings to 1715, with the major illustrative reading. Instruction in French. Prerequisite: credit for a major from 232. *Credit 3 semester hours*.
332. *Survey of French Civilization, 1715-1900*. A general survey of the eighteenth and nineteenth centuries, with illustrative readings. Instruction in French. Prerequisite: French 331. *Credit 3 semester hours*.
333. *Practical French*. Exercices pratiques de grammaire et de composition française (phonétiques et pratique oraux compris). Les règles discutées en français. La classe en français. Necessaire: le français 232. *Le mérite: 3 points (heures) par semestre*.
334. *Phonetics and Oral French*. A study of pronunciation, including sound production. Intonation of the spoken phrase. Careful reading of more difficult modern texts with increased attention to their character as literature. Continued study of idioms. Oral practice. Prerequisite: French 333. Instruction in French. *Credit 3 semester hours*.
420. *Materials and Methods of Teaching High School French*. Offered as a six-week block course during spring semester. *Credit 2 semester hours*.

431. *French Literature of the 18th Century.* Study of Tragedies, Comedies, and Dramas of the period. For French majors only. Course in French. *Credit 3 semester hours.*
432. *French Literature of the 19th Century.* In this course will be studied the most important romantic and realistic dramas. For French majors only. Course conducted in French. *Credit 3 semester hours.*
433. *Advanced Studies in French Conversation, Grammar, Composition, and Oral Practice.* For majors only. Instruction in French. *Credit 3 semester hours.*
434. *French Literature of the 17th Century.* In this course are studied the masterpieces of the 17th Century. The works of Corneille, Racine, Moliere, and Lafontaine. For French majors only. The course is conducted in French. *Credit 3 semester hours.*
- French 435. *French Literature from the Origin through the Renaissance.* The literature of France in its beginnings and development through the Middle Ages and the Renaissance. This course is conducted in French. (1971-1972 and alternate years) Fall semester. *Credit 3 semester hours.*
- French 436. *French Literature of the Twentieth Century.* The principal literary trends and significant writers since 1900. This course is conducted in French (1969-1970 and alternate years) Spring semester. *Credit 3 semester hours.*

GERMAN

131. *Elementary German.* Designed to enable the student to understand easy German, written or spoken. *Credit 3 semester hours.*
132. *Elementary German.* Second half of the elementary course. Prerequisite German 131. *Credit 3 semester hours.*
231. *Intermediate German.* Consists of practice in reading, including sight translation, to enable the student to use German as a tool subject. Prerequisite: German 132. *Credit 3 semester hours.*
232. *Intermediate German.* Continued emphasis on spoken and written German. Prerequisite: German 231. *Credit 3 semester hours.*

SPANISH

A minor in Spanish shall consist of fifteen hours beyond the Sophomore year or a total of twenty-seven semester hours.

131. *Elementary Spanish.* Designed to develop the skills necessary for oral and written expressions. *Credit 3 semester hours.*
132. *Elementary Spanish.* Continued practice in the skills of oral and written expressions. Prerequisite: Spanish 131. *Credit 3 semester hours.*

231. *Intermeditae Spanish*. Further practice in conversation and composition. Analysis of the basic grammatical principles. Prerequisite: Spanish 132. Credit 3 semester hours.
232. *Intermediate Spanish*. Continued emphasis on spoken and written Spanish. Prerequisite: Spanish 231. Credit 3 semester hours.
331. *Advanced Spanish Grammar, composition and conversation*. Selected readings in Spanish and Latin-American Literature. For students who want intensive oral and written work in Spanish. Prerequisite: Spanish 232.
332. *Advanced Spanish Grammar, composition and conversation*. Select readings in Spanish and Latin-American Literature. For students who want intensive oral and written work in Spanish. Prerequisite: Spanish 331.
333. *Survey of Spanish and Spanish-American Literature to 1700*. Lectures, readings, discussions, and reports conducted in Spanish.
334. *Survey of Spanish and Spanish-American Literature since 1700*. Lectures, readings, discussions, and reports conducted in Spanish. Prerequisite: Spanish 333.
431. *The Golden Age of Spanish Literature—the most important works*. Lectures, readings, discussions, and reports. In this course are studied the masterpieces of the Golden Age. Conducted in Spanish. Prerequisite: Spanish 332.

MUSIC DEPARTMENT

Music Education Major

The degree of Bachelor of Arts with a major in Music Education is designed for students who wish to be certified in public school music. The Music Education program prepares the student for the North Carolina "A" grade certificate for elementary and high school teaching.

The major in Music Education, *General Program* (Piano and Voice emphasis) consists of fifty-five (55) semester hours credit. A summary of these courses is as follows: Theory, eighteen (18) semester hours, Music Appreciation, History and Literature, nine (9) semester hours, Conducting, two (2) semester hours, Music Education, six (6) semester hours and twenty (20) hours of applied music as outlined by the department.

The major in Music Education, *Instrumental Program*, consists of sixty (60) semester hours credit. A summary of these courses is as follows: Theory, eighteen (18) semester hours, Music Appreciation, History and Literature, nine (9) semester hours, Conducting, two (2) semester hours, Orchestration, four (4) semester hours, Music Education, six (6) semester hours and twenty-one (21) semester hours of applied music as outlined by the department.

A minor in music consists of twenty (20) semester hours, including eight

(8) semester hours of theory, six (6) semester hours of Music Appreciation or History and Literature and six (6) semester hours of approved electives.

All Music Education majors must complete the professional and certification courses as outlined by the Department of Education, including Education 463, Student Teaching in the Secondary School.

All students majoring in music must pass a piano proficiency examination.

The program of study for the major or minor in music should begin in the freshman year.

All music majors and minors are required to participate in ensemble work for four years and each music major is required to present a recital in his major instrument during his senior year.

MUSIC THEORY

331-332. *The Fundamentals of Music*. An introductory course in music, including fundamentals of music notation and terminology, use of keyboard, rhythmic activity, aural and written theory. Three class hours and one one-hour laboratory period a week. *Credit 3 semester hours each semester.*

323-324. *Written Theory (Harmony)*. First semester: Study of chord formations, simple modulations, suspensions, secondary seventh chords, the dominant ninth and its inversions. Second semester: The study of figured basses, chromatic alterations, modulations by means of altered chords, songforms and original work. Three class hours and one one-hour laboratory period a week. *Credit 3 semester hours each semester.*

325-326. *Aural Theory (Sight-Singing and Ear-Training)*. Systematic training in the fundamentals of sight-singing and ear-training. Two class hours and one one-hour laboratory period a week. *Credit 2 semester hours each semester.*

422. *Conducting*. A study of the technique of conducting instrumental and vocal groups. *Credit 2 semester hours.*

423-424. *Orchestration*. A study of instruments of the orchestra together with the practical study of the art of symphonic scoring. *Credit 2 semester hours each semester.*

425. *Form and Analysis*. A study of the small part-forms through the larger part-forms. *Credit 2 semester hours.*

426. *Counterpoint*. An intensive survey of tonal counterpoint. *Credit 2 semester hours.*

APPLIED MUSIC PIANO

113-114. *Piano (Individual)*. Instruction to meet the needs of students at various stages of proficiency. One half-hour lesson per week.

Two or three hours of practice daily. *Credit 1 semester hour each semester.*

213-214. *Piano (Individual)*. Additional technique and repertoire materials. One half-hour lesson per week. Two to three hours of practice daily. *Credit 1 semester hour each semester.*

313-314. *Piano (Individual)*. Continuation of advanced technique and literature. One half-hour lesson per week. Two to three hours practice daily. *Credit 1 semester hour each semester.*

413-414. *Piano (Individual)*. Continuation of advanced technique and literature. One half-hour lesson per week. Two to three hours of practice daily. *Credit 1 semester hour each semester. Senior recital.*

423-424. *Piano (Individual)*. Two half-hour lessons per week. *Credit 2 semester hours each semester.*

ORGAN

117-118. *Organ (Individual)*. Students must demonstrate ability to play the piano fluently, have a working knowledge of scales, triads, arpeggios; sight read accurately. Principles of organ touch and technique. Preparatory manual and pedal studies. Selected pieces from standard organ repertoire. One half-hour lesson per week. *Credit 1 semester hour each semester.*

217-218. *Organ (Individual)*. Manual and pedal studies continued. Hymn and service playing. Repertoire selected to meet needs of students. One half-hour lesson per week. *Credit 1 semester hour each semester.*

317-318. *Organ (Individual)*. Advanced pedal and manual studies continued. Simple modulations at the organ; transpositions, improvisations. Repertoire building continued. One half-hour lesson per week. *Credit 1 semester hour each semester.*

417-418. *Organ (Individual)*. Continuation of the above. Senior recital. One half-hour lesson per week. *Credit 1 semester hour each semester.*

427-428. *Organ (Individual)*. Two half-hour lessons per week. *Credit 2 semester hours each semester.*

VOICE

115-116. *Voice*. Study and principles of voice production, examination and evaluation of solo materials, classification of voices. This course is the prerequisite for advanced courses in voice. Two class hours per week. *Credit 1 semester hour each semester.*

215-216. *Voice (Individual)*. Continuation of Voice 115-116. One half-hour lesson per week. One to two hours practice daily. *Credit 1 semester hour each semester.*

315-316. *Voice (Individual)*. Continuation of Voice 215-216. One half-hour lesson per week. One to two hours practice daily. *Credit 1 semester hour each semester.*

415-416. *Voice (Individual)*. Continuation of Voice 315-316. One half-hour lesson per week. One to two hours practice daily. Senior recital. *Credit 1 semester hour each semester.*

425-426. *Voice (Individual)*. Two half-hour lessons per week *Credit 2 semester hours each semester.*

ORCHESTRAL INSTRUMENTS

610-611. *String Class*. For the beginner. Individual and ensemble playing of exercises, scales, arpeggios and easy composition. Two class hours per week. *Credit 1 semester hour each semester.*

612-613. *Strings (Individual)*.

614-615. *Strings (Individual)*.

616-617. *Strings (Individual)*.

618-619. *Strings (Individual)*.

A study of the technique and repertoire of the chosen instrument.

One half-hour lesson per week. *Credit 1 semester hour each semester.*

620-621. *Strings (Individual)*.

A study of the technique and repertoire of the chosen instrument.

Two half-hour lessons per week. *Credit 2 semester hours each semester.*

710-711. *Woodwind Class*. For the beginner. Individual and ensemble playing of exercises, scales, arpeggios and easy compositions. Two class hours per week. *Credit 1 semester hour each semester.*

712-713. *Woodwind (Individual)*.

714-715. *Woodwind (Individual)*.

716-717. *Woodwind (Individual)*.

718-719. *Woodwind (Individual)*.

A study of the technique and repertoire of the chosen instrument.

One half-hour lesson per week. *Credit 1 semester hour each semester.*

720-721. *Woodwind (Individual)*.

A study of the technique and repertoire of the chosen instrument.

Two half-hour lessons per week. *Credit 2 semester hours each semester.*

810-811. *Brass and Percussion Class*. For the beginner. Individual and ensemble playing of exercises, scales, arpeggios, and easy compositions. Two class hours per week. *Credit 1 semester hour each semester.*

812-813. *Brass and Percussion (Individual)*.

814-815. *Brass and Percussion (Individual)*.

816-817. *Brass and Percussion (Individual)*.

818-819. *Brass and Percussion (Individual)*.

A study of the technique and repertoire of the chosen instrument.

One half-hour lesson per week. *Credit 1 semester hour each semester.*

820-821. *Brass and Percussion (Individual).*

A study of the technique and repertoire of the chosen instrument. Two half-hour lessons per week. *Credit 2 semester hours each semester.*

MUSIC EDUCATION

(Public School Music)

231. *Music Appreciation for the Elementary School Teacher.* Designed for the grade school teacher who is not a music specialist and covers methods, materials and activities in music appreciation. *Credit 3 semester hours.*

339. *The Teaching of Music in Elementary School.* Principles, objectives, material and procedures for meeting the needs of the music teacher in elementary schools. *Credit 3 semester hours.*

432. *The Teaching of Music in the Secondary School.* Principles, objectives, materials, and procedures for meeting the needs of the music teacher in secondary schools. *Credit 3 semester hours.*

MUSIC APPRECIATION, HISTORY AND LITERATURE

131. *Music Appreciation.* First semester: An introduction to the appreciation of music designed as a cultural course to acquaint students with the major factors involved in intelligent listening and the importance of the art as a whole. *Credit 3 semester hours.*

337-338. *Music History and Literature.* A general survey of the development of music from primitive sources to the present day. *Credit 3 semester hours each semester.*

ENSEMBLES

1H1-1H2. *Vocal Ensemble (University Choir).* This course presents choral music of the best type in performances of the highest possible standard. Members are chosen by examination. Appearances at various college and church functions throughout the year are required of those taking the course. Five laboratory hours per week. *Credit one hour each semester. (Credit for additional years participation in the choir will be granted on the same basis.)*

1H3-1H4. *Instrumental Ensemble (University Band).* This course presents instrumental music of the best type in performance of the highest possible standard. *Credit one hour each semester. (Credit for additional years participation will be granted on the same basis.)*

DEPARTMENT OF RELIGIOUS EDUCATION AND PHILOSOPHY

"This department seeks to aid the student in gaining an understanding of the great religious and ethical insights of the Hebrew-Christian religion against a background of philosophy, along with a measure of understanding of the current emphases and trends in Christian Education."

RELIGIOUS EDUCATION

Major: A major consists of 30 hours. (A) Majors may choose to teach Bible in secondary schools and churches and to serve as lay leaders in Christian Education. (B) Majors may choose to prepare themselves for graduate study at the professional level for Christian vocation, college teaching, and the ministry.

Major in Religion (A): 130 or 131, 132, 222, 233, 331, 332, 323, 421, and courses in related fields.

Major in Religion (B): 130 or 131, 132, 222, 232, 331, 332, 432, and selected courses in Philosophy including Introduction, Ancient, and Modern.

Minor in Religion: A minor consists of 20 hours, including 130 or 131, 132, and 231.

- 130. *The Judeo-Christian Heritage.* The essential insights and ideas of the Old and New Testaments and their continuing values for man today.
- 131. *Old Testament Studies.* An introduction to the literature, history, and faith of the Hebrew people.
- 132. *New Testament Studies.* A study of the life and teachings of Jesus and their relation to current problems.
- 230. *Survey of the Great Living Religions.* A study of the living religions in light of their historical development, their beliefs, practices, and contemporary importance.
- 231. *The Program of the Church.* A study of the functions of the Church; consideration of the church's work with children, youth, and adults.
- 222. *Worship.* A study of the role of worship in Christian living, including the nature, methods, and materials of public worship in the Christian Education program of the local church.
- 233. *Church History.* A study of the rise and growth of the Christian Church, with attention given to the American Churches and their function in contemporary life. Prerequisite: 6 hours of religion.
- 331. *Prophets and Poets of the Old Testament.* A study of the role of the prophets, poets and wise men in the Hebrew religion; the value of this literature for life today. Prerequisite: 6 hours of religion.
- 332. *Paul and the later Books of the New Testament.* A study of the life and theology of Paul; the organization of the early Church and the Apostles who contributed to it. Prerequisite: 6 hours of religion and/or philosophy.
- 323. *Materials and Methods in Teaching Christian Education.* The functional use of the Bible in contemporary life; survey and evaluation of materials and methods; adaptation and innovation of materials. Prerequisite: 6 hours of religion.

324. *The Black Man and Religious Institutions.* A study of the ideas and practices of religious institutions in relation to Black people as they affect religious behavior. Prerequisite: 6 hours of religion and/or philosophy.
421. *Religion and Personality.* A study of the meaning of religion within the insights, values and motives of human experience. Prerequisite: 6 hours of religion; 3 hours of psychology.
432. *Problems of Religious Thought.* The continuing problems of religion and such solutions as are offered to them by recent thinkers. Prerequisite: 6 hours of religion and/or philosophy.
433. *Religious Ideas in Literature.* A study designed to explore with the student certain interpreters of reality who are concerned with the predicament of modern man. Prerequisite: 6 hours of religion and/or philosophy.
434. *Independent Study or Seminar.* Investigation of some aspect of religion or an interdisciplinary approach to a religious subject. Prerequisite: Consent of the department.

DEPARTMENT OF PHILOSOPHY

The Department of Philosophy tries to serve two purposes: 1. to offer a major or minor area of concentration for students who acquire a continuing interest in philosophy; 2. to offer elective courses in various philosophical subjects for students in other disciplines who wish to broaden their intellectual perspectives. An asterisk (*) identifies those elective courses that are designed for all interested students, both the occasional student as well as majors and minors in philosophy. A double asterisk (**) identifies courses designed especially for students in mathematics and the sciences.

A *Major in Philosophy* consists of 27 hours in the Department and must include: Introduction, Logic (239), Ethics, Ancient, Modern, Seminar. In addition, the major student must complete 12 hours in a related field chosen in consultation with his major advisor.

A *Minor in Philosophy* consists of 15 hours and must include: Introduction, Logic (239), Ancient, Modern.

COURSES IN PHILOSOPHY

(All courses in the Department are 3 semester hours credit.)

- *131. *Introduction to Philosophy.* A course designed to introduce the student to methods of philosophical inquiry and to representative philosophical concepts. Winter and Spring Semesters.
- *231. *Ancient Philosophy.* The history of philosophical thought in the Greco-Roman world, from the Ionians to the Roman Stoics. Prerequisite: 131. Winter Semester.

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- *233. *Practical Logic*. A survey of the basic problems of clear and straight thinking with emphasis on their application to the use of language. Prerequisite: 131. Winter and Spring Semesters.
- *234. *Ethics*. A study of fundamental moral concepts in order to test their validity as a source and ground for making ethical decisions in the world of today. Prerequisite: 131. Spring Semester.
- *235. *Aesthetics*. An analysis of the aesthetic experience and aesthetic values; readings in representative theories of art. Prerequisite: permission of the instructor. Spring Semester.
- **239. *Introduction to Formal Logic and Scientific Method*. A presentation of significant aspects of symbolic and mathematical logic along with general reference to traditional logic. Prerequisite: 131. Winter Semester.
331. *History of Modern Philosophy*. The history of philosophical thought from the Renaissance to the nineteenth century. Prerequisite: 231. Winter Semester.
332. *Contemporary Philosophy*. Philosophical thought in the twentieth century; selected studies in Pragmatism, Analytical Philosophy, Continental Philosophy, and other recent philosophical positions. Prerequisite: 331. Spring Semester.
- *333. *Philosophy of Religion*. A philosophical investigation of such topics as faith and reason, religious language, the nature and existence of God, the religious view of man. Prerequisite: permission of the instructor. Spring Semester.
- *334. *Mysticism in the Western World*. A study of Western mysticism; readings in the works of Christian mystics from New Testament times to the present; current "mystical" claims and movements. Prerequisite: permission of the instructor. Spring Semester.
- **336. *Philosophy of Science*. The general nature of scientific thought as indicated by the criteria of knowledge, methods and presuppositions of science. Prerequisite: 233 or 239. Winter Semester.
- **339. *Symbolic Logic*. An introduction to modern symbolic logic with emphasis on both sentence and predicate logic. Presupposes no specialized training in mathematics. Prerequisite: 239. Spring Semester.
- *431. *Philosophy of Community*. A study of the philosophical issues and implications involved in living together in the Urban Age; readings in the contemporary literature of social commentary. Prerequisite: 131, senior standing, permission of the instructor. Winter Semester.
432. *Seminar in Philosophy*. Advanced research on selected topics. Prerequisite: permission of the instructor. Spring Semester.

DIVISION II. THE SOCIAL SCIENCES

Description and Requirements. The Division of the Social Sciences is composed of the following areas: Economics, History, Political Science, and Sociology. A major is offered in each of these areas. Students majoring in any area in the Division of the Social Sciences are required to complete at least one course in each area in the Division. A student may also complete a major in a combination of courses in the Division as described below.

Major in the Social Sciences. A social science major consists of forty-five (45) semester hours of course work. The student's course of study must be arranged so as to meet the following requirements: (a) twenty-one (21) semester hours of history, (b) twenty-one (21) semester hours elected from three or more of the social science areas exclusive of history, (c) twenty-six (26) semester hours of concentrated study in one of the social science areas.

BUSINESS ADMINISTRATION AND ECONOMICS

Business Administration and Economics

The Department of Business Administration and Economics has a three-fold purpose:

1. To give basic courses for all students in the college.
2. To provide pre-professional training for business, law, public administration, foreign service, civil service, politics, and other professions.
3. To give a basis for further study and teaching of Economics, Business, and the Social Sciences.

The department offers the Bachelor of Arts Degree in Economics, and the Bachelor of Science Degree in Business Administration.

ECONOMICS

Major Requirements: Thirty (30) semester hours in Economics, including Economics 131-132, 337, 338, 339, 431 and Accounting 235.

Minor Requirements: Eighteen (18) semester hours in Economics, including Economics 131-132, 337, and 338.

- 131-132. *Principles of Economics.* An introductory course in principles and theories of Economics. *Credit 6 semester hours.* Two semesters. (non-majors take 131.)
331. *Money and Banking.* Credit instruments, problems of prices, banking systems and institutions. *Credit: 3 semester hours.*
332. *Labor Economics and Manpower Resources.* Modern industrial employment and wage system. Consideration is given to manpower problems, industrial unrest and labor law. *Credit: 3 semester hours.*
333. *Economic Development of Europe.* Reading and discussion of the more important economic ideas and institutions from early to recent times. *Credit 3 semester hours.* Offered on demand.

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334. *Economic Development of the United States.* Regional development of agriculture, commerce, manufacturing and banking institutions. *Credit: 3 semester hours.*
335. *International Economics and Social Problems.* A comprehensive view of the international field of exchange, production and distribution. *Credit 3 semester hours.*
336. *Development of Economic Thought.* A detailed and careful study of the history of our economic doctrines from earliest thinkers down to the present day contributors to economic thought. *Credit 3 semester hours.*
337. *Intermediate Economic Theory: Microeconomics.* Value and distribution theory, including the theory of household behavior and the theory of the firm. *Credit 3 semester hours.*
338. *Intermediate Economic Theory: Macroeconomics.* Analysis of the level of national income, employment, and the price level. *Credit 3 semester hours.*
339. *Business and Economic Statistics.* Methods in tabulating and charting, sampling, use of averages, measurements of dispersion, probability and index numbers. *Credit 3 semester hours.*
431. *Industrial Organization and Regulation of Business.* Market structures and alternative public policies concerning them. Theoretical concepts will be evaluated in light of empirical evidence. *Credit: 3 semester hours.*
432. *Research in Economics.* A study of the methods in business and governmental research and analysis and the proper presentation of research findings. *Credit: 3 semester hours.*

Business Administration

The courses offered in the Business Administration Curriculum provide specialized concentration in three areas: (1) General Business, (2) Accounting, and (3) Marketing. Each student is required to choose one area of concentration. The three fields have a number of basic courses in common, and then continue with those most suitable for the desired specialization.

Areas of Concentration

General Business

Requirements: A major in General Business consists of 36 semester hours in Business, including Business 331, 433-434, Accounting 235-236, Marketing 531, Economics 131-132, and Economics 339.

121. *Personal and Family Finance.* To analyze financial decisions and judgments which the average individual and family make during a lifetime. *Credit 2 semester hours.*
431. *Principles of Insurance.* A study of the economic and social services as well as the techniques and underlying principles of insurance. *Credit 3 semester hours.*

- 433-434. *Business Law*. A course in the elements of business law. *Credit 6 semester hours*. Two semesters.
432. *Fundamentals of Real Estate*. Analyzes the nature of transactions involved in the acquisition and use of real estate, and the nature of real estate markets. Deals with real estate problems from the standpoint of business administrators, brokers, and property owners. *Credit 3 semester hours*.
436. *Principles of Management*. The principles and techniques underlying the successful organization and management of business activities. Attention is given to planning, staffing, directing and controlling industrial enterprises. *Credit 3 semester hours*.
437. *Personnel Management*. This course is a study of the basic principles of management; employment procedures, testing, training, remuneration plans, handling of grievances, promotion, and transfer of personnel records. *Credit 3 semester hours*.
438. *Corporation Finance*. A study of theories, procedures, institutions, instruments, problems, and policies that are involved in the acquisition and use of money by small and large business corporations. *Credit 3 semester hours*.
- 636-637. *Fundamentals of Data Processing*. An introduction of the broad concepts of data processing. Emphasis is placed upon the theory and mechanics of the various systems. *Credit 6 semester hours*.
439. *Production Control*. Development of ability to analyze and solve production problems and formulate production policies. Introduction to quantitative techniques in production management. *Credit 3 semester hours*.

Accounting

Requirements: A major in Business Administration with a concentration in Accounting requires completion of 24 semester hours of Accounting, Economics 131-132 and Economics 339.

231. *Techniques of Digital Computing I*. See Department of Mathematics.
- 235-236. *Principles of Accounting*. The fundamental elements of accounting. Two-semester course. *Credit 6 semester hours*.
- 435-436. *Intermediate Accounting*. A study of higher and more technical principles of Accounting. Case studies included. *Credit 6 semester hours*.
531. *Federal Income Taxes*. A course in the fundamentals of federal income tax relating to individuals, partnerships, and corporations, including the effect of tax laws upon business decisions. *Credit 3 semester hours*.

532. *Auditing.* A study of the purposes and scope of audits and examinations; auditing standards; procedures of the various types of audits and special investigations; and form and scope of report presentation. The theory and practice work includes an integrated case study involving the preparation of the working papers and the report for a complete audit completed during the semester. *Credit 3 semester hours.*
533. *Cost Accounting.* An introductory course designed to acquaint the student with the basic cost principles, job-order cost systems, standard cost and the preparation of budgets. *Credit 3 semester hours.*
534. *Governmental Accounting.* The fundamental bases of accounting for municipal, state and other governmental units are considered. *Credit 3 semester hours.*
536. *Managerial Accounting.* A study of cost determination, cost control, performance evaluation, and financial planning.

Marketing

Requirements: A major in Business Administration with a concentration in marketing consists of 30 semester hours in Business, including Business 331, 531, Economics 131-132, Accounting 235-236, and Economics 339.

531. *Principles of Marketing.* A course designed to show the characteristics, history, and functions relating to Marketing and the principles involved in mass salesmanship. *Credit 3 semester hours.*
533. *Salesmanship and Sales Management.* A study covering both the theoretical principles and practical application of modern selling with an analysis of the managerial functions.
534. *Advertising.* This course is intended to provide an understanding of advertising—its functions in our way of life, its role in business. *Credit 3 semester hours.*
535. *Principles of Retailing.* An introduction to the structure of retailing and problems associated with the management of retail stores of various types. *Credit 3 semester hours.*
536. *Marketing Research.* The nature of marketing problems, problem definition and formulation of hypotheses, theories of measurement, experimental design and survey techniques applied to marketing problems. *Credit 3 semester hours.*
537. *Managerial Marketing.* An analysis of the nature and work of the manager of marketing who organizes, directs, and controls the various functional specialties of marketing. *Credit 3 semester hours.*

HISTORY

Major and Minor in History. For a major in history, the student is required to complete thirty (30) semester hours of course work. For a minor in history, the student is required to complete eighteen (18) semester hours of course work. The courses History 131, 132, 135, and 136 are required of all majors and minors. History majors must also complete Political Science 131, Sociology 131, and Economics 131.

- 131-132. *World Civilization.* A study of the major civilizations of the world from preliterate man to the present, with particular emphasis in the second half on the development of Western civilization. *Credit: 6 semester hours.*
135. *History of the United States to 1865.* A study of the United States from its European backgrounds to 1865. *Credit: 3 semester hours.*
136. *History of the United States since 1865.* A study of the United States from 1865 to the present. *Credit: 3 semester hours.*
231. *History of Africa to 1800.* The geographical, ethnological, and cultural backgrounds of African History, Empires, legitimate trade, slave trade, anti-slave trade, and the mingling of the different peoples — European and African. *Credit: 3 semester hours. Offered on demand.*
232. *History of Africa Since 1800.* Slave trade, abolitions, migrations, conquests for Africa, the colonial period, the rise of African nationalism and after. *Credit: 3 semester hours. Offered in alternate years.*
331. *The Near East and Greece.* A study of the civilization of the ancient Near East from the Paleolithic period through the History of Greece up to the Hellenistic age. Prerequisite: Junior standing. *Credit: 3 semester hours. Offered in alternate years.*
332. *History of Rome.* A study of Rome from the earliest times to the fall of the Western Roman Empire. Prerequisite: Junior standing, History 331. *Credit: 3 semester hours. Offered in alternate years.*
333. *History of England to 1603.* A study of England from pre-historic period to 1603. Prerequisite: 6 semester hours of History or 6 semester hours of Political Science. *Credit 3 semester hours. Offered in alternate years.*
334. *History of England since 1603.* A study of England from 1603 to the present. Prerequisite: History 333. *Credit: 3 semester hours. Offered in alternate years.*
335. *History of Russia to the Eve of the Great Reforms.* Geography of the Kievan State, the political ideas, institutions and society; Peter the Great; Europeanization; the awakening of literature and thought. Prerequisites: History 233, 234, 235, and 236. *Credit: 3 semester hours. Offered in alternate years.*

336. *History of Russia since the Great Reforms.* The effects of the reforms; the agrarian problems; the revolutionary movement: Tsarist Russia; Revolution and Civil War; Communist regime. Prerequisite: History 335. Credit: 3 semester hours. Offered in alternate years.
337. *History of Latin America.* The colonial period; the growth of Latin American Republics and their relation to one another and to the outside world. Prerequisite: 12 hours of History. Credit: 3 semester hours. Offered on demand.
338. *The Negro in American History.* A study of the Negro's contribution to American History and civilization; his efforts at racial adjustment and struggle for social justice. Prerequisites: History 235 and 236. Credit: 3 semester hours. Offered in alternate years.
339. *Constitutional History of the United States.* English and Colonial origins; American Revolution; formation and adoption of the Constitution; growth of the judicial power; issue of slavery. Prerequisites: History 135, 136, and 334. Credit: 3 semester hours. Same as Political Science 335.
431. *Europe from 1870.* Unification of Germany; European imperialism; England and its Empire; European system of states; the outbreak of the First World War. Prerequisites: History 131, 132, 135, and 136. Credit: 3 semester hours. Offered in alternate years.
432. *Europe since 1918.* The Paris peace settlement; Disarmament and reparations; Russian problems; Economic depression; rise of Fascism and Nazism; the Second World War. Prerequisites: History 131, 132, 135, and 136. Credit: 3 semester hours. Offered in alternate years.
433. *Diplomatic History of the United States to 1877.* A study of the origins and development of American diplomatic activity with emphasis upon: neutrality, war, peace, territorial expansion, hemispheric hegemony and orientation toward the Pacific Ocean area. Prerequisite: History 433. Credit: 3 semester hours. Offered on demand.
434. *Diplomatic History of the United States since 1877.* An analysis of widening diplomatic horizon of the United States in the late nineteenth century and its role as a world power in the twentieth century. Prerequisite: History 433. Credit: 3 semester hours. Offered on demand.
437. *Africa: Seminar.* An arranged course of study. This course may be taken for credit in either history or political science. Prerequisites: History 231 or 232; or Political Science 234. Credit: 3 semester hours. Offered on demand.

POLITICAL SCIENCE

The curriculum in Political Science is designed to prepare students for civic participation, graduate study, the study of law, private or public employment, and teaching.

Major Requirements—Political Science major: thirty (30) semester hours of course work including Political Science 131, 232, 233, and 431. Students planning to do graduate work in Political Science should take Mathematics 136 (Statistics) and should satisfy the language requirement with either French or German. Political Science 131 is a prerequisite for electing other courses contained in the Political Science curriculum. Introductory courses in each of the other social sciences are required.

131. *American Government*. Study of the development, structure, and operation of the American political system. *Credit three (3) semester hours*.
232. *Intergovernmental Relations*. (Formerly 332) The contemporary relations of national, state, and local governments; urban and metropolitan growth problems and their implications for public policy and administration in relation to the federal system. *Credit three (3) semester hours*.
233. *International Conflict and Adjustment*. (Formerly 333) A study of the distribution of power among states in the international system, the manner in which states try to increase their power capabilities, conflict resulting from the scarcity of material and nonmaterial resources, and various mechanisms for conflict adjustment. *Credit three (3) semester hours*.
234. *Contemporary Governments and Politics of Africa*. A survey of the governments and politics of Africa south of the Sahara with an emphasis in the cultural, political, economic, and ideological development in selected countries and regions. *Credit three (3) semester hours*. (Offered in alternate years.) May be taken for credit in History.
331. *American Political Parties and Pressure Groups*. A study of the functions of political parties in the conduct of government, and the evolution of the party system in response to changes in the broader economic, social, and political environment. *Credit three (3) semester hours*. (Offered in alternate years.)
332. *Comparative Political Systems I: Europe and the U.S.S.R.* (Formerly 232) A comparative analysis of the political system in Europe and the U.S.S.R. with an emphasis on the comparison of the parliamentary system (as modified) and the American presidential system. *Credit three (3) semester hours*. (Offered in alternate years.)
333. *Comparative Political Systems II: Developing Areas*. A comparative analysis of selected political systems in Africa and Asia, with an emphasis on nation-building and the problems of political, economic, and social development. *Credit three (3) semester hours*.
335. *Constitutional History of the United States*. The historical development of American constitutionalism from the Colonial period, with emphasis on federal-state relations, governmental powers, and the

- impact of government in the economic sector. *Credit three (3) semester hours.* May be taken for credit in History.
336. *Civil Rights and Liberties.* A study of the constitutional protection of and limitations upon freedom of speech, press, and assembly, freedom of religion and rights of conscience, freedom of teaching, freedom from race discrimination, rights of the criminal defendant, and the privilege of voting. *Credit three (3) semester hours.*
337. *History of Political Theory.* Political thought from Greece to the seventeenth century, including basic writings from Plato to Hobbes. *Credit three (3) semester hours.*
338. *History of Political Theory.* Political thought from the seventeenth century to the present, including writings from Locke to the declaration of human rights proposed as the foundation of the United Nations. *Credit three (3) semester hours.*
339. *Afro-American Social and Political Thought.* An analysis of Afro-American social and political thought from 1850; emphasis on the dialectic between the assimilationist and separatist movements of this period. *Credit three (3) semester hours.*
431. *Materials and Methods.* An introduction to basic research materials and methods in Political Science. *Credit three (3) semester hours.*
432. *Political Ideologies.* A comparative study of selected political ideologies, including those in the non-western world. *Credit three (3) semester hours.*
433. *Public Administration.* (Formerly 327) A study of the formulation of public policy, organization and management, and problems of personnel and finance. *Credit three (3) semester hours.* (Offered in alternate years.)
438. *Political Science Seminar.* (Formerly 431) Readings, papers, and discussions on selected topics in the area of Political Science. Prerequisite: permission of the instructor. *Credit three (3) semester hours.*
439. *Independent Research.* An arranged program of independent study and research for senior students with a 3.0 average or better in the Political Science major. May be repeated. *Credit three (3) semester hours.*

DEPARTMENT OF SOCIOLOGY AND SOCIAL WELFARE

The program of instruction in the Department of Sociology and Social Welfare is designed to enrich the general "liberal" education of students and to provide pre-professional and pre-graduate training for those students:

1. who seek careers in sociology or social work professionally.
2. who wish to qualify for service-delivering positions requiring no graduate professional education.

3. who plan to enter related professional fields for which there is no required pre-professional sequence.
4. who seek merely to enhance and make more meaningful their participation as citizens.

A major in sociology consists of 30 semester hours of course work including sociology 438 and sociology 439. A major in sociology with a concentration in social welfare requires that the student complete the sequence of courses herein identified by an asterisk. A minor in sociology consists of 18 semester hours of course work including sociology 131. Except by consent of the instructor, the course sociology 131 is a prerequisite for enrollment in other courses comprising the sociology-social welfare curriculum.

COURSES AND DESCRIPTIONS

121. *Personal and Family Finance*. This course analyzes financial decisions and judgments which are made by the individual and his family. *Credit: 2 semester hours*.
- *131. *Principles of Sociology* (formerly Sociology 231). An introduction to the viewpoints, basic concepts and methods of sociology. *Credit: 3 semester hours*.
- *231. *Social Disorganization* (formerly Sociology 331). An analysis of social change on the various aspects of society, in their relationship to each other and to the society. Offered alternate years; Fall semester. *Credit: 3 semester hours*.
- *232. *Introduction to Cultural Anthropology*. A survey of the various processes and conditions involved in cultural growth and change. Offered alternate years. *Credit: 3 semester hours*.
- *233. *Intergroup Relations*. An analysis of viewpoints, processes and basic factors underlying problems of adjustment between divergent racial or cultural groups. *Credit: 3 semester hours*.
- *234. *Social Rehabilitative Services* (formerly Sociology 534). A comprehensive study is made of selected social service programs on the local, state and national level. Attention is given to both public and private agencies. The Social Security Act and the Economic Opportunity Act are the major pieces of legislation to be studied. Offered alternate years. *Credit: 3 semester hours*.
- *237. *Juvenile Delinquency*. An analysis of the anti-social behavior of youth with emphasis on causes, consequences and efforts at prevention. *Credit: 3 semester hours*.
- *238. *Social Problems*. A sociological treatment of contemporary social problems. Offered alternate years. *Credit: 3 semester hours*.
- *331. *The Family* (formerly Sociology 432). An examination of the structure and functioning of the family as a social institution. *Credit: 3 semester hours*.

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- *332. *Urban Sociology*. A study of the growth, the ecology, the social processes, the organization, and the problems of the urban community. *Credit: 3 semester hours.*
- *333. *Fundamentals of Statistics* (formerly Sociology 433). An introduction to the elementary form of statistical analysis and procedures. *Credit: 3 semester hours.*
- *334. *Community Organization*. A study of the processes involved in effecting an adjustment between social welfare needs and the community resources within a geographic area. *Credit: 3 semester hours.*
335. *Collective Behavior*. An examination of the factors and processes leading to non-institutionalized group patterns of action. Offered alternate years; Fall semester. *Credit: 3 semester hours.*
- *337. *Introduction to the Field of Social Work* (formerly Sociology 437). A survey course including a history of social welfare and a comparison of the methods of casework, groupwork, and community organization. *Credit: 3 semester hours.*
339. *Criminology* (formerly Sociology 434). An examination of crime as a social phenomena and the methods of prevention and control. Offered alternate years. *Credit: 3 semester hours.*
- **425-S. *Black Writers Through American Literature*. A continuation of the analysis of the social thinking of Black writers as reflected in American Literature. Prerequisite: Sociology 535-W. *Credit: 2 semester hours.*
- **427-W. *Social Protest Through Black Poetry*. The nature and meaning of the Black protest as reflected in the works of Black poets. *Credit: 2 semester hours.*
- *430. *Introduction to Social Welfare* (formerly Sociology 230). An introductory course presenting the development of the institution of Social Welfare, public and voluntary, from its English background to present. Offered alternate years; Fall semester. *Credit: 3 semester hours.*
- *431. *Social Psychology* (identical with Psychology 431). An analysis and interpretation of the social development of the individual. *Credit: 3 semester hours.*
- *432. *Social Welfare as a Social Institution* (formerly Sociology 532). This course assesses the philosophy, development, behavior, current trends and dynamics of Social Welfare as a cognate institution in the social system. *Credit: 3 semester hours.*
- *433. *Seminar in Social Welfare* (formerly Sociology 533). Students interpret data from field experience in light of previously established concepts of social welfare methods of Social Work Practice. The seminar is held weekly. *Credit: 3 semester hours.*

- *434. *Introduction to Social Casework* (formerly Sociology 531). An introduction to the principles, methods and techniques which form the basis of social casework practices. *Credit: 3 semester hours.*
435. *Population*. A critical analysis of population characteristics in their implications for the structure and functioning of society. Offered alternate years; Fall semester. *Credit: 3 semester hours.*
436. *Honors Program*. An arranged program of independent study and research. *Credit: 3 semester hours.*
- *438. *The Development of Social Theory*. An analysis of the emergence and development of sociological theory. Prerequisite: 9 semester hours of sociology or consent of the instructor. *Credit: 3 semester hours.*
- *439. *Social Research*. An introduction to the techniques and methods of scientific inquiry. Prerequisite: 9 semester hours of sociology or by consent of instructor. *Credit: 3 semester hours.*
460. *Field Experience*. This course will assist students in acquiring firsthand knowledge of community agencies. Prerequisite: Sociology or Social Welfare Majors, seniors, consent of department. *Credit: 6 semester hours (Spring semester).*
- **535-W. *Black Writers Through American Literature*. An analysis of the social thinking of Black writers as reflected in American Literature. *Credit: 3 semester hours.*
- ***537-S. *Social Protest Through Black Poetry*. A continuation of the examination of the nature and meaning of Black protest as reflected in the works of Black poets. Prerequisite: Sociology 427. *Credit: 3 semester hours.*
- **539A-B. *Seminar: Dynamics of the Black Community*. The study and examination of the structure, function, and ideological aspects of the Black community.

*Courses in sequence of the Undergraduate Social Welfare program.
 **Courses not listed in the 1970-71 Catalogue.

DIVISION III. EDUCATION AND PSYCHOLOGY

The organization of this Division includes the following Departments: Education, Physical Education & Health, and Psychology.

Students may secure majors in Elementary Education, Physical Education and Health, and Psychology. Art and Geography are provided for Elementary Education majors and for those in other fields needing these subjects in order to qualify for certification.

DEPARTMENT OF EDUCATION

The Department of Education offers majors in Early Childhood Education, Intermediate Education, and Secondary Education, leading to the Bachelor of Arts Degree. These courses may also be taken by persons

interested in education and child development, by students, by parents and/or citizens, but who do not plan to take a major in the area of education. Teacher candidates who complete the course sequence recommended by the Department will be qualified to meet the academic certification requirements in most states. The Department adheres closely to the guidelines set forth by the North Carolina Department of Public Instruction and the Southern Association of Colleges and Schools as priority determinants in the selection and structuring of course offerings and requirements.

A Teacher Education Committee comprised of representatives from the various academic disciplines, along with the Vice President for Academic Affairs, assists in formulating broad policy for the Education Department.

The salient objective of the Department is to implement the education of public and private school teachers so that they may, in turn, engender pragmatic, viable and relevant learning that will facilitate attainment of "the good life" for the citizens who now live, and who will live, in the world of today and tomorrow.

Requirements for Admission to the Program of Teacher Education

A formal application to enter the program of teacher education must be filed with the Head of the Department of Education at the beginning of the second semester of the sophomore year. A prospective teacher starts his professional training at the beginning of the junior year. The successful applicant for admission to the program of teacher education must satisfy the following requirements:

1. Present a cumulative grade point average of 2.5 or higher through the first semester of the sophomore year.
2. Present a raw score of 50 or more on the Diagnostic Reading Test.
3. Present a health certificate indicating good mental and physical health.
4. Present a certificate of good character from the Dean of Students.
5. Present a certificate of speech proficiency signed by one of the University's speech instructors.
6. Gain the approval of the Head of his major department.
7. Gain the approval of the Teacher Education Screening Committee.

Students who plan to teach in elementary schools, grades K-3 or 4-9, should major in either Early Childhood or Intermediate Education.

Students who plan to teach in secondary schools should select majors and minors in the various subject matter areas. They will need to take certain prescribed courses in education and psychology in order to satisfy the requirements for certification (viz., Education 128, 121, 129, and 127; and Psychology 237 and 239. They must also take a course in "Materials and Methods" of teaching their major subject (see Education 122, 123, 124, 125, 126) and Physical Education 226 (Community Health).

It is highly recommended that students prepare themselves to teach two subjects.

Attention is drawn to the requirement that all students who plan to do student teaching during the senior year must file an "Application for Student Teaching" with the Head of the Department of Education at the beginning of the semester prior to the one in which student teaching is to begin, e.g., if student teaching is to be done during the second semester, the application is to be filed at the beginning of the first semester and if student teaching is to be done during the first semester, the application should be filed at the beginning of the Spring semester of the previous year.

Professional Requirements

Early Childhood and intermediate grade certificates: Education 128, Education 129, Elementary Education 111, Elementary Education 120 and Psychology 235 and 239. High School certificates: Education 128, 121, 129, and 127 (and the appropriate course in "Materials and Methods" of teaching the student's major subject) and Psychology 237 and 239.

ART

Art 100. *Art for the Elementary School*. Skills which will facilitate art work in the elementary school. Emphasis is placed on developing creative ability. Two two-hour class meetings each week. *Credit 3 semester hours*.

Art 101. *Art Appreciation*. Appreciation for the beauty of architecture, painting, sculpture, pottery, and textiles. Two one-hour lecture periods and one two-hour laboratory period each week. *Credit 3 semester hours*.

GEOGRAPHY

Geog. 100. *Introduction to Geography*. Cultural and Physical Elements. A study of the basic cultural and physical elements of geography; emphasis is on climate, soils, natural vegetation, population, distribution, and general land-use. *Credit 3 semester hours*.

Geog. 101. *World Regional Geography*. The World. Prerequisite: 131. Analysis of the physical and cultural features that characterize and differentiate the geographical landscapes and regions of the world. *Credit 3 semester hours*.

EARLY CHILDHOOD EDUCATION

(For Nursery School Teachers, Grade K-3)

Education 100. *Learning and Development of the Young Child*. Study of varied theories of learning and development with direct implications for understanding the nature of the child, birth through eight years of life, in addition to implications for interpreting current research related to sex differences. Techniques for observ-

ing the behavior of young children, as well as guidance techniques, will be analyzed. Field experiences involving observation of a specific child over a period of twelve weeks will be required. *Credit 3 semester hours.*

Education 101. *The Guidance Role of the Teacher of the Young Child.* The development of appropriate techniques for guiding children's learning and communicating with their parents in early childhood programs. *Credit 3 semester hours.*

Note: Observation-participation experiences with children on-campus and in the community are required for these courses. Students must plan a three-hour free period, one morning or one afternoon per week.

Education 102. *Educating the Young Disadvantaged Child.* A study of current approaches to early education programs for children from disadvantaged families and research-to-date including Head Start, Title I, Follow Through, Federal Interagency Day Care Projects, etc. *Credit 2 semester hours.*

Education 103. *Family, School and Community.* An examination of the relationship between family living and participation in the education of the young child in today's communities. Students will be expected to select and work with the family of a young child in the Charlotte community; to volunteer in family service agencies (hospitals, homes for the aging, public health and social services, day care, etc.); to design programs for parent involvement in the education of their children. *Credit 3 semester hours.*

Education 104. *Creative Arts, Music, Rhythms, Drama and Dance.* The integration of the creative and dramatic art forms through experiences in which both college students and children can engage. Creating out of one's unique bodies, feelings and ideas will be the focus. *Credit 3 semester hours.*

Education 105. *Pre-Number Skills and the Young Child.* This course will address its attention to the beginnings of numerical concepts such as measuring, classifying, categorizing. Familiar materials found in homes and neighborhoods will be collected and developed as tools for learning pre-number skills with young children. *Credit 3 semester hours.*

Education 106. *Science and the Young Child.* An examination of beginning concepts among scientific phenomena in ways which are consistent with the young child's way of seeing, inquiring and experimenting with the natural environment. Problem-solving approaches to discovery will be emphasized. *Credit 3 semester hours.*

Education 107. *Reading and the Young Child.* Selected reading experiences which lead ultimately to reading will be emphasized. Attention will be directed to pre-reading experiences of using the senses to ex-

amine many concrete objects and the development of children's own ideas into spoken and written forms. *Credit 3 semester hours.*

Education 108. *Communication Skills and the Young Child.* (May be taken simultaneously with the above described course.) A study of ways in which the young child organizes and communicates his ideas and feelings through designed play experiences. Observations of participation with children from infancy through age eight will provide the laboratory experiences accompanying this course. *Credit 3 semester hours.*

Education 109. *Independent Study.* May consist of a planned project defined jointly by student and faculty; registration will require a written plan and method of evaluation. *Credit 3 semester hours.*

Examples: Volunteer in a community agency, campus center; preparation of materials for public release to news media on young children and their programs; preparation of materials for parent programs; creating and building equipment for use by young children or by a center.

Education 110. *Early Childhood Curriculum and Directed Teaching.* The curriculum design will center around essential life concepts, the foundations for which are carefully laid in the early years. Students will spend both half and full days in children's centers on and off-campus. Discussion-seminars will be held on and off-campus in an effective demonstration of theory and practice in early childhood centers, cooperating agency personnel and university faculty will be in direct relationship with students. *Credit 6 semester hours.*

INTERMEDIATE EDUCATION

(For Teachers of Grades 4-9)

Education 111. *The Elementary School.* Special attention to the philosophy, aims, principles, and practices of education as they relate to the elementary school. Required of all candidates for either the Early Childhood or Intermediate Education Teacher's Certificate. Prerequisite: Education 128. *Credit 2 semester hours.*

Education 112. *Introduction to Exceptional Children.* An introductory course designed to help the regular classroom teacher to recognize the characteristics and problems of exceptional children, including the rapid learner, the slow learner, the mentally retarded, and the gifted. *Credit 3 semester hours.*

Education 113. *Children's Literature.* Study of the types of literature available and suitable for primary and intermediate grades. *Credit 3 semester hours each semester.* Required only of elementary education majors.

Education 114. *Teaching Arithmetic in the Elementary School.* Methods of teaching arithmetic in all of the grades in the elementary school.

Required of all elementary education majors. *Credit 3 semester hours.*

Education 115. *Teaching Science in the Elementary School.* Emphasis on the principles, practices, and procedures of the teaching of science in the elementary school. *Credit 3 semester hours.*

Education 116. *Reading in the Elementary School.* Methods of analysis and correction of difficulties in reading at the elementary school level. *Credit 3 semester hours.*

Education 117. *Language Materials and Methods.* Guidance of learning activities in the development of language. An analysis is made of ways of helping children grow in reading, writing, speaking, and listening efficiency. *Credit 3 semester hours.*

Education 118. *Teaching the Social Studies in the Elementary School.* Designed to help elementary teachers develop a social studies program; includes methods, materials, and techniques which seem to be most effective in all of the elementary school grades. *Credit 3 semester hours.*

Education 119. *Materials and Methods of Elementary School Teaching.* Investigations and evaluation of materials and methods used in elementary school teaching. Requires supervised observation of teaching activities at the elementary school level. Prerequisite for "Student Teaching in the Elementary School." *Credit 3 semester hours.*

Education 120. *Student Teaching in the Elementary School.* Students are placed in cooperating public elementary schools for the practical study of teachers' problems in a laboratory setting, directed observation, guided participation, and full-time classroom teaching. All students who wish to do student teaching during their senior year must file an "Application for Student Teaching" with the Head of the Department of Education at the beginning of the first semester when the student teaching is to be done during the second semester and at the beginning of the second semester when the student teaching is to be done during the first semester of the next school year. Open only to seniors regularly enrolled in the University who have completed courses designated in the catalogue as prerequisites for Student Teaching in the Elementary School. *Credit 6 semester hours.*

Prerequisites for Student Teaching in Early Childhood and Intermediate Education:

1. A general academic average of 2.5 or better.
2. No grade of "D" in courses offered in fulfillment of the student's major subject.
3. Completion of all freshman and sophomore required courses.
4. A grade of "C" or better in required courses in education.

5. A grade of "C" or better in required courses in psychology.
6. Demonstrate proficiency in the use of English.
7. Pass the Handwriting and Spelling Test.
8. Gain approval of the Student Teacher Screening Committee.

NOTE 1: A student who has completed all of the course requirements may be denied the privilege of doing student teaching if he demonstrates an inability to participate in this phase of the Teacher Education Program.

NOTE 2: Post Graduate Student Teaching—Only graduates who meet all of the above requirements will be permitted to enroll (as an in-service teacher) in the University for the course in student teaching.

SECONDARY EDUCATION

(For Teachers of Grades 7-12)

Education 121. *The Secondary School*. A survey course concerned with the purposes, clientele, organization, administration, teaching methodology, and viable problems of the contemporary American secondary school. Students are given pre-student teaching observation experiences in a public school setting. A public school pupil register clinic is an ancillary component of the course. Required of all Secondary Education majors. *Credit 3 semester hours*.

Education 122. *Materials and Methods in High School Social Studies*. Concerned with the philosophy, aims, methods and techniques of teaching the social studies in the secondary school. This course is a prerequisite for student teaching in the field of the social studies. *Credit 2 semester hours*.

Education 125. *Materials and Methods in High School Science*. The organization and presentation of secondary school science materials. Prerequisite: 16 semester hours of science. This course is a prerequisite for student teaching in either general science, biology, chemistry, or physics. *Credit 2 semester hours*.

Music 432. *The Teaching of Music in the Secondary School*. Principles, objectives, materials and procedures for meeting the needs of the music teacher in secondary schools. *Credit 3 semester hours*.

Education 126. *Materials and Methods in Teaching Bible* (Same as Religious Education 434a-434b). The functional use of the Bible in contemporary life; survey and evaluation of materials and methods. Prerequisite: 12 semester hours of Religious Education. A prerequisite for student teaching in Religious Education. *Credit 3 semester hours*.

Education 127. *Student Teaching in the Secondary School*. Students are placed in cooperating public secondary schools for the study of

teachers' problems in a laboratory setting, directed observation, guided participation, and full-time classroom teaching. Students who wish to do student teaching during the senior year must file an "Application for Student Teaching" with the Head of the Department of Education at the beginning of the first semester, when the student teaching is to be done during the second semester, and at the beginning of the second semester when the student teaching is to be done during the first semester of the next school year. Student teaching is open only to seniors regularly enrolled in the University who have completed all other education course requirements. *Credit 6 semester hours.*

Prerequisites for Student Teaching in Secondary Education:

1. Education 128, Education 121, and Education 129.
2. Psychology 331 and Psychology 337.
3. The appropriate course in "Materials and Methods" (Special Methods) in the major subject.
4. A general academic average of 2.5 or better.
5. A grade of "C" or better in required courses in education.
6. A grade of "C" or better in required courses in psychology.
7. No grades of "D" in courses offered in fulfillment of the student's major subject.
8. Completion of all freshman and sophomore required courses.
9. Demonstration of proficiency in the use of English.
10. Be approved for student teaching by the Student Teacher Screening Committee.

NOTE 1: A student who has completed all course requirements may be denied the privilege of doing student teaching if he demonstrates an inability to participate in this phase of the Teacher Education Program.

NOTE 2: Post Graduate Student Teaching—Only graduates who meet all of the above requirements will be permitted to enroll (as an in-service teacher) in the University for the course in student teaching.

REQUIRED COURSES IN EDUCATION

Education 128. *The School As An Educational and Social Institution.* (An introductory course in education.) A comprehensive study of the school in our contemporary social milieu. Public and private school organization, staffing, clientele, facilities, policy, financing, and current educational problems and issues are discussed. The philosophical, historical, sociological, and psychological foundations of education are synthesized into an eclectic overview of the educational scene. While not limited to those who plan to teach, the

course is required of all prospective teachers and is a prerequisite to other offerings in education. *Credit 2 semester hours.*

Education 129. *Measurement and Evaluation.* The construction, selection and use of educational tests of the achievement type, including diagnostic and survey instruments. Required of all candidates for a teacher's certificate. Prerequisites: Education 128 and Psychology 231. *Credit 2 semester hours.*

Education 130. *Philosophy of Education.* A study of the underlying principles of educational theories, aims, and values. Designed to assist students in developing and clarifying their philosophy of education. Prerequisite: Education 128. *Credit 3 semester hours.*

ELECTIVE COURSES IN EDUCATION

Education 131. *Principles and Practices of Guidance.* This is a first course in guidance in which an attempt is made to help the student understand and utilize the philosophies and processes of guidance on both the elementary and secondary school levels. Prerequisite: Education 128. *Credit 2 semester hours.*

Education 132. *Reading in the Secondary School.* Designed to help students who are pursuing teaching careers to recognize and deal with the various reading problems encountered in the secondary school. Emphasis is placed on reading skills that secondary pupils must master and the teaching techniques that the teacher may utilize to develop these skills. *Credit 3 semester hours.*

Education 133. *Corrective Reading Clinic.* Meets the needs of teachers in both the elementary and secondary fields. The incidence of reading disability, its causes and remedial measures are presented as related to individuals, groups and subject matter areas. Each student is required to work with one or more children needing remedial instruction. (Offered in the Summer Session only.) *Credit 3 semester hours.*

Education 134. *Curriculum Construction.* A study of principles, practices, and techniques appropriate for overall curriculum planning and development. Attention is given to the selection and placement of content materials on both the elementary and secondary school levels. Prerequisite: Education 128. *Credit 3 semester hours.*

Education 135. *Audio-Visual Materials and Methods.* A study of the use of audio-visual aids in the classroom and in overall curriculum planning and development. Special emphasis is given to the actual operation of 8 mm and 16 mm motion picture projectors, slide projectors, filmstrip projectors, overhead projectors, opaque projectors, tape recorders, cameras, and educational radio and television. Instruction in making teaching aids, including transparencies, laminations, mimeograph stencils, photocopies, etc. Strongly recommended for all students in teacher education. *Credit 3 semester hours.*

Education 136. *Developmental Reading*. Involves comprehension techniques and mechanics of reading, word attack, study skills, and independent reading. *Credit 3 semester hours.*

Education 137-SS. *Reading Workshop (Elementary Level)*. Workshop participants will have an opportunity to teach reading to children and to observe children being taught. Designed for both in-service and pre-service teachers. Pre-service teachers may substitute workshop credit for Elementary Education 116. (Offered in the Summer Session only.) *Credit 3 semester hours.*

Education 138. *Basic Driver Education Workshop*. A basic or first course in driver education designed primarily to prepare persons for teaching the subject in high schools. Included in the course will be lectures and demonstrations, special study of some subject in the field of driver education, and observation and practice in the teaching of automobile driving. *Credit 3 semester hours.*

Education 139. *Advanced Driver Education Seminar*. For advanced students and college instructors of driver education, the course will include discussions, at least 12 hours of practice teaching in automobile driving, a special project, and at least 20 hours of independent study and research. Prerequisite: Education 138 or the equivalent. *Credit 3 semester hours.*

Education 140. *History of Education*. The historical development of the principles and practices of education from the earliest times to the present. Prerequisite: Education 128. *Credit 3 semester hours.*

DEPARTMENT OF PHYSICAL EDUCATION AND HEALTH

Thirty (30) semester hours in the field of Physical Education are required for a major and fifteen (15) semester hours for a minor.

All students enrolled in Physical Education 114 through 119 or a course in swimming, are required to wear uniforms prescribed by the Department.

All students who wish to major in Physical Education must complete Biology 246 (*Molecular Biology*) and Biology 142 (*General Zoology*) before beginning the major. These courses should be completed during either the Freshman or Sophomore year. In addition to the required courses in Physical Education, all students who major in Physical Education must complete the following courses in the area of Health Education: Biology 245 (Human Anatomy and Physiology), Physical Education 335 (School Health Problems), and Physical Education 434 (Materials and Methods in Teaching Health Education).

A student majoring in physical education is required to have an average of "C" or better in the required science courses, i.e., Biology 142, 245, and 246.

Courses to be completed for a Major in Physical Education

- Biology 142—*General Zoology* (Freshman or Sophomore year)
- Biology 246—*Molecular Biology* (Freshman or Sophomore year)
- Physical Education 222—*Physical Education in the Elementary School*
- Physical Education 224—*Dual and Single Games* (Sophomore year)
- Physical Education 225—*Rhythms and Dance* (Sophomore year)
- Physical Education 226—*Community Health* (Sophomore year)
- Physical Education 231—*First Aid, Safety, Athletic Injuries* (Junior year)
- Physical Education 233—*Principles of Physical Education* (Sophomore year)
- Biology 245—*Human Anatomy and Physiology* (Physical Education 333 is a Prerequisite.)
- Physical Education 323-324 — *Methods and Materials in Team Sports* (Junior year)
- Physical Education 325—*Gymnastics and Stunts* (Junior year)
- Physical Education 327—*Individual Health* (Senior year)
- Physical Education 331—*Organization and Administration of Health and Physical Education* (Junior year)
- Physical Education 333—*Anatomy and Kinesiology* (Junior year)
- Physical Education 335—*School Health Problems* (Junior year)
- Physical Education 422—*Methods and Materials in the Teaching of Physical Education* (Senior year)
- Physical Education 434—*Materials and Methods in the Teaching of Health Education* (Senior year)
110. *Elementary Swimming.* A course designed for non-swimmers involving the fundamental skills of swimming. *Credit 1 Semester hour.*
111. *Advanced Beginners Swimming.* A continuation of the beginners course for persons who have not progressed sufficiently to meet requirements of the intermediate course. *Credit 1 Semester hour.*
112. *Intermediate Swimming.* An advanced elementary swimming course with emphasis upon the development of skill in several swimming sports. Prerequisite: Physical Education 110 or 111. *Credit 1 Semester hour.*
113. *Advanced Swimming.* A course which provides opportunities to learn advanced skills in swimming which will make the individual a competent all around swimmer. *Credit 1 Semester hour.*
114. (Co-Ed) *Recreational Games* (Bowling, Shuffleboard, Handball, Badminton)
- 114a. (Co-Ed) *Recreational Games* (Tennis, Paddle-Tennis, Golf, Archery)
115. (Co-Ed) *Rhythm and Dance Activities* (Folk, Square, Social, etc.)

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- 116. (W) *Team Sports* (Field Hockey, Basketball, Volleyball)
 - 116. (M) *Team Sports* (Flag Football, Basketball, and Volleyball)
 - 117. (M) *Physical Fitness* (Exercises, Weight Training, and Combative Activities)
 - 117. (W) *Physical Fitness*—Exercises, Stunts, and Tumbling
 - 118. (M) *Self Testing Activities* (Elementary Gymnastics, Stunts and Tumbling)
 - 118. (W) *Self Testing Activities* (Fundamentals of Trampoline, Stunts and Tumbling)
 - 119. (M) *Self Testing Activities* (Weight-Training, Track and Field, Conditioning)
 - 119. (W) *Self Testing Activities* (Calisthenics, Relays and Running, Body Mechanics, Figure and Weight Control)
 - 121. *Personal Hygiene.* Personal health and hygiene, total fitness; physical, mental, emotional. *Credit 2 Semester hours.*
 - 222. *Physical Education in the Elementary School.* A semester course designed to provide students knowledge and practical experience that will help them to teach effectively physical education to elementary school age children. *Credit 2 Semester hours.*
 - 224. *Dual and Single Games.* Presentation of teaching methods of activities in which one or two persons may participate. *Credit 3 Semester hours.*
 - 225. *Rhythms and Dance.* An activity course consisting of the fundamentals of dancing. *Credit 2 Semester hours*
 - 226. *Community Health.* A study of the health of groups of individuals in a community. *Credit 2 Semester hours*
 - 434. *Materials and Methods in Teaching Health Education.* A study of effective methods of teaching health education. *Credit 3 Semester hours.*

PSYCHOLOGY

Psychology 131 or its equivalent is prerequisite to all other courses in psychology and is credited toward the major and minor requirements. A major in psychology consists of *thirty* semester hours which must include 132, 233, 333, 334 and two of the following courses: 234, 330, 332, 338, 339, 435. A minor in psychology consists of *eighteen* semester hours which must include 132 and two of the following courses: 233, 333, 330, 332, 338, 435.

Students planning to major in psychology should take *in the freshman year* psychology courses 131 and 132 and mathematics courses 210 and 136 (the only mathematics courses psychology majors must complete to fulfill the University requirements in mathematics).

131. *General Psychology I.* Provides an understanding of behavior through the study of growth and development, motivation, emotion, learning, personality, intelligence and other related topics. *Credit 3 semester hours.* Winter and Spring Semesters.
132. *General Psychology II.* A more intensive and rigorous treatment of selected topics within general psychology with special emphasis on experimental procedures. Laboratory demonstrations and participation. *Credit 3 semester hours.* Winter and Spring Semesters.
233. *Psychological Statistics.* The application of inferential statistics to data in the social sciences. Emphasis on normal, chi-square, t, and F distributions, regression and hypothesis testing. Prerequisite: Mathematics 136 or its equivalent. *Credit 3 semester hours.* Winter and Spring Semesters.
234. *Experimental Designs.* Presentation of various statistical designs used in psychological research with emphasis on the analysis of variance. Prerequisite: Psychology 233 or its equivalent. *Credit 3 semester hours.* Spring Semester.
235. *Psychology of Childhood.* A study of behavior and development from infancy to adolescence. *Credit 3 semester hours.* Winter and Spring Semesters.
237. *Psychology of Adolescence.* The psychology of behavior arising from the problems peculiar to the transitional period between childhood and maturity. *Credit 3 semester hours.* Winter and Spring Semesters.
239. *Educational Psychology.* A presentation and discussion of psychological principles as they apply to learning and teaching. *Credit 3 semester hours.* Winter and Spring Semesters.
330. *The Psychology of Learning.* A study of the facts and theories of human and animal learning. *Credit 3 semester hours.* Spring Semester.
332. *The Psychology of Perception.* A study of the basic phenomena of perception as determined by conditions in the external situation and within the perceiver. *Credit 3 semester hours.* Winter Semester.
333. *Experimental Psychology I.* Theory, methods, and techniques of experimental psychology through investigations of psychophysics, scaling, sensation, and human learning. Two hours of lecture and two hours of laboratory per week. Prerequisite: Psychology 233 or its equivalent. *Credit 3 semester hours.* Winter Semester.
334. *Experimental Psychology II.* Theory, methods, and techniques of experimental psychology through investigations of animal learning, perception, social interaction, and esthetics. Two hours of lecture and two hours of laboratory per week. Prerequisite: Psychology 333 or permission of the instructor. *Credit 3 semester hours.* Spring Semester.

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338. *Personality Theory*. Intended to introduce students to psychological approaches to personality theories and theorizing. *Credit 3 semester hours*. Winter Semester.
339. *Principles of Psychological Measurement*. Theory and technique for constructing, selecting, utilizing and evaluating tests for psychological assessment. *Credit 3 semester hours*. Spring Semester.
431. *Social Psychology*. Problems, concepts and methods in the study of social interaction and interpersonal influence. *Credit 3 semester hours*. Spring Semester.
432. *Abnormal Psychology*. A study of the kinds and theories of behavior disorders. *Credit 3 semester hours*. Winter Semester.
434. *Introduction to Clinical Psychology*. A survey of clinical problems and techniques. *Credit 3 semester hours*. Spring Semester.
435. *Theoretical Psychology*. A review of the history of psychology as it relates to major efforts at systematizing in the field. The methodology of theory construction is considered. *Credit 3 semester hours*. Winter Semester.
436. 426. 416. *Independent Research in Psychology*. Independent investigation of topics of special interest. Prerequisites: junior classification, 6 hours in psychology, approval of faculty supervisor. May be repeated. *Credit 1 (416), 2 (426), or 3 (436) semester hour(s)*. Winter and Spring Semesters.
437. *Individual Psychological Tests I*. The administration and interpretation of tests for pre-school and elementary school children. Prerequisite: Mathematics 136, Psychology 339, and 9 additional hours in psychology. *Credit 3 semester hours*. Winter Semester.
438. *Individual Psychological Tests II*. The administration and interpretation of tests at the adolescent and adult levels. Prerequisite: Mathematics 136, Psychology 339, and 9 additional hours in psychology. *Credit 3 semester hours*. Spring Semester.
460. *Internship in Psychology*. An opportunity for students, under supervision, to participate in such professional psychological activities as testing, counseling, job placement, group therapy and research. Each student will be responsible for 200 to 250 hours of work in a selected community agency and for participation in periodic seminars. *Credit 6 semester hours*. Winter and Spring Semesters.

DIVISION IV. MATHEMATICS AND SCIENCES

The Departments of Biology, Chemistry, Mathematics and Physics constitute the Division of Natural Science and Mathematics. Students may elect a major in Biology, Chemistry, Mathematics, and Physics—Mathematics. All Departments will provide work for a minor.

Pre-Medical, Pre-Dental, and other preprofessional programs may be arranged. (See Biology and Chemistry.)

GENERAL SCIENCE MAJOR

A major in General Science consists of: Biology 143-144, Chemistry 141-142, Mathematics 150-136 or 134-136, Physics 241-242, and 12 additional semester hours in one of the three sciences (Biology, Chemistry, Physics). One year of Earth Science is recommended.

Earth Science

131. *Physical Geography*. The earth as a globe and its various projections as a flat surface. Weather elements. Climate and soil. Landforms. General tectonic processes. Simple notions of geophysics. *Credit 3 semester hours.*
132. *Elementary Meteorology*. Sources, types, and composition of climates. Intraction of atmospheric variables and climate. Interaction of atmospheric variables and climates to produce "weather." Elementary physics and chemistry of the atmosphere. Elements of meteorological analysis. Principles of forecasting. Three hours of class work and one two-hour laboratory work a week. *Credit 3 semester hours.*
231. *Physical Geology*. A thorough treatment of the external changes of the earth brought about weather, water, wind and ice, the effect of these on existing rocks, resulting in the sedimentation and the production of sedimentary rocks. Elementary mineralogy. *Credit 3 semester hours.*
232. *Physio-Historical Geology*. A study in the various changes in the earth's interior, with structural geology, details of ingenious and metamorphic rocks, continued mineralogy and a review of historical geology. Prerequisite: Geology 231. *Credit 3 semester hours.*

DEPARTMENT OF BIOLOGY

The biology department attempts to develop an understanding of life through a comprehensive and penetrating study of the concepts, methodology, and philosophy of biology. The department hopes to provide an environment in which the broad themes of biology may be discussed and their relevance to other disciplines appreciated, and in which preparation for graduate work, research, and training for professional service in medicine and dentistry, medical technology, and education may be given.

A major in Biology requires a minimum of 32 semester hours which should include Biology 143, 144, 241, 251, 252, 337, 343, and 347 as well as 16-20 semester hours in inorganic, organic, and analytical chemistry, Mathematics 134 and 333, and Physics 241-242. French or German is recommended to meet the one-year general education language requirement for Biology majors. Students interning in Medical Technology during their senior year are required to take 9 hours in Humanities and Fine Arts and 9 hours in Social Sciences, of which 6 should be in History.

A minor in Biology requires a minimum of 20 semester hours which may include the courses already listed or 141, 142, 245, and 246.

Substitution for a required course may be authorized by the head of the department and filed with the Registrar.

141. *General Botany*. A study of the morphology, physiology, heredity, and evolution of plants, including a survey of the plant kingdom with emphasis on life cycles. Lectures 2 hours a week; laboratory 4 hours a week. *4 semester hours*.
142. *General Zoology*. Study of the structures, functions, environmental relationships, origin, and development of animals. This course fulfills requirements for the Dept. of Physical Education. Lectures 2 hours a week; laboratory 4 hours a week. *4 semester hours*.
- 143-144. *Concepts of Biology*. A core of basic biological concepts integrates studies of cellular activities, the organism and its development, heredity, and evolution. Senior high school students with adequate background may take these courses for college credit with permission of the chairman and recommendation from high school science instructors. Biology 143 is prerequisite to 144. Lectures 3 hours a week; laboratory 2 hours a week. *8 semester hours*.
145. *Introductory Biology*. A study of basic principles of biology, a survey of the plant and animal kingdom, and a general treatment of structure, function, and continuity in living organisms. This is a terminal course, fulfilling general education requirements for non-majors. Lectures 3 hours a week; laboratory 2 hours a week. *4 semester hours*.
241. *Invertebrate Zoology*. A study of the nature of the cells, organs, and systems of representative invertebrates, their morphology, physiology, life histories, ecology, and economic importance. Lectures 2 hours a week; laboratory 4 hours a week. *4 semester hours*.
245. *Human Anatomy and Physiology*. Basic structure and functions of man, both descriptive and experimental. Prerequisite: Biology 142. This course fulfills requirements for the Dept. of Physical Education. Lectures 3 hours a week; laboratory 2 hours a week. *4 semester hours*.
246. *Molecular Biology*. A study of the physical and chemical aspects of cellular activity. Prerequisite: Biology 142. This course fulfills requirements for the Dept. of Physical Education. Lectures 3 hours a week; laboratory 2 hours a week. *4 semester hours*.
- 251-252. *Developmental and Comparative Vertebrate Anatomy*. An introduction to the unified study of the embryology, microscopic, anatomy and gross structure of vertebrates. Prerequisites: Biology 143-144 or the equivalent. Biology 251 is prerequisite to 252. Lectures 3 hours a week; laboratory 4 hours a week. *10 semester hours*.

- 310, 320, 330. *Research Problems in Biology*. Independent or team work in a laboratory investigation of some aspect of biology. Progress reports, discussions, and presentation of results. Work may extend over several semesters. Prerequisite: approval of research director. *1-3 semester hours*.
- 314, 324, 334. *Human Ecology*. A scientific analysis of the physical and social-cultural aspects of the students' surroundings, assessing how these factors combine to influence and determine the quality of life in the black community. Independent or team work in an investigation with progress reports and presentation of results. Prerequisite: approval of the research director. Credit may be earned in biology, psychology, or education. *1-3 semester hours*.
337. *Microbiology*. An introduction to the study of microorganisms with special emphasis on their relationship to man. Prerequisite: Biology 143-144 or their equivalent. Chemistry is recommended. Lectures 2 hours a week; laboratory 2 hours a week. *3 semester hours*.
343. *Genetics*: The transfer of hereditary characteristics studied at the molecular, organismic, and species level. Prerequisites: Biology 143-144 or the equivalent; Chemistry 141-142; statistics. Organic chemistry is recommended. Lectures 3 hours a week; laboratory 2 hours a week. *4 semester hours*.
347. *Integrated Physiology*. An analysis of the processes by which vertebrates and invertebrates maintain, regulate, and perpetuate their structural and functional integrity. Prerequisites: Biology 143-144 or their equivalent; Chemistry 141-142, and 243 or 341. Lectures 2 hours a week; laboratory 4 hours a week. *4 semester hours*.
446. *Radiation Biology*. Qualitative and quantitative effects of radiation on biological systems and the related nuclear physics involved in radiation, with emphasis on man. Prerequisites: 4 courses in Biology. Lectures 3 hours a week; laboratory 2 hours a week. *4 semester hours*.

MEDICAL TECHNOLOGY

Prerequisites for a Bachelor of Science degree at Johnson C. Smith University are fulfilled before a student interns in Medical Technology at Mercy Hospital. Successful completion of 12-month internship and examination by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists entitles the student to the registry certificate. The Bachelor of Science degree in Medical Technology is awarded by Smith.

420. *Histology*. Preparation of normal and pathological tissues. *2 semester hours*.
421. *Microbiology: Medical Bacteriology, Parasitology, and Mycology*. *9 semester hours*.

422. *Clinical Microscopy*. Special techniques applicable to the laboratory technician. 3 semester hours.
423. *Serology*. Blood typing, immunology, chemistry of body fluids. 5 semester hours.
424. *Hematology*. Blood bank. 7 semester hours.
425. *Biochemistry*. Clinical chemistry of body functions. 8 semester hours.

DEPARTMENT OF CHEMISTRY

The courses in Chemistry are designed and arranged to enable students to acquire a general knowledge of Chemistry, to equip those who plan to teach, and give basic foundation for those who plan to enter Medicine, the field of Industry, or to pursue advanced work in Chemistry.

A major in Chemistry consists of courses 141, 142, 241, 242, 341, 342, 431, 432, 411, 412. Students who major in Chemistry must earn 8 hours of credit in Physics, and also must earn satisfactory credit in Mathematics (Calculus). A major in Chemistry requires a minimum of 32 semester hours. A minor in Chemistry requires at least 22 semester hours exclusive of Chemistry 131 and 132.

- 131-132. *Introductory Chemistry*. The elementary principles of Chemistry are discussed at the level suited to the student who plans to take only one year of Chemistry. Chemistry 131 is prerequisite to 132. 3 lectures, one 2 hour laboratory. *Credit 6 semester hours*.
- 141-142. *General Chemistry*. The fundamental principles of Chemistry are discussed in relation to and in connection with the physical and chemical properties of the non-metallic and metallic elements and their compounds. Chemistry 141 or its equivalent is prerequisite to Chemistry 142. 3 lectures, two 2-hour labs. *Credit 8 semester hours*.
231. *Introduction to Physical Chemistry*. A study of some basic principles of Physical Chemistry designed to meet the needs of the non-majors. Prerequisite: Chemistry 142. 3 lectures. *Credit 3 semester hours*.
241. *Analytical Chemistry*. The theory and practice of measurement are applied to representative volumetric and gravimetric determinations. Prerequisite: Chemistry 142 with a grade of "C" or better. 3 lectures, two 2-hour labs. *Credit 4 semester hours*.
242. *Instrumental Methods of Analysis*. The theoretical principles of modern instrumentation are discussed. Appropriate experiments complement the discussion. Prerequisite: Chemistry 241 or consent of instructor. 3 lectures. Two 2-hour labs. *Credit 4 semester hours*.
243. *Introductory Organic Chemistry*. A survey of the principles of Organic Chemistry. This course, designed for non-majors, does not meet the requirements for Medical or Dental Schools. Prerequisite: Chemistry 142. 3 lectures, two 2-hour labs. *Credit 4 semester hours*.

331. *Inorganic Chemistry*. A study of the theoretical and descriptive aspects of Inorganic Chemistry emphasizing the relationship between atomic and molecular structure and chemical and physical properties. Prerequisite: Chemistry 241. *Credit 3 semester hours*.
- 341-342. *Organic Chemistry*. The principles of Organic Chemistry as illustrated by the preparation and study of typical representatives of the aliphatic and aromatic series. 341 is prerequisite to 342. 3 lectures, two 2-hour labs. *Credit 8 semester hours*.
430. *Advanced Organic Chemistry*. Topics of current interest in theoretical and practical Organic Chemistry, including mechanisms of reactions and synthetic methods. Prerequisite: Chemistry 342. 3 hours lecture. *Credit 3 semester hours*.
- 411-412. *Selected Experiments in Physical Chemistry*. These courses accompany 431-432. Two 2-hour labs. *Credit 2 semester hours*.
- 431-432. *Physical Chemistry*. The principles of Chemistry and Physics are applied to the properties and behavior of gases, liquids, solids, and solutions. Modern concepts in regard to the properties and behavior or aggregation of atoms and molecules are discussed. Prerequisite: Physics 242 or 342, Calculus II, and Chemistry 241. 3 lectures. *Credit 6 semester hours*.
- 420-421. *Chemistry Seminar*. Presentation and discussion of selected topics from the major areas of Chemistry. Oral and written reports are required. Prerequisite: Consent of instructor. *Credit 4 semester hours*.
- 422, 423, 424, 425. *Laboratory Projects in Chemistry*. Advanced laboratory investigation, designed to allow the student to become actively involved in chemistry research, either by participating in faculty designed projects or by pursuing individual interests approved by the staff. Prerequisite: Junior standing or consent of staff. *Credit 2 to 8 semester hours*.

DEPARTMENT OF MATHEMATICS

The objectives of the Department of Mathematics are: (1) To equip the student with the mathematical background needed in general and professional education; (2) To prepare students for advanced study of mathematics; (3) To prepare teachers of mathematics; (4) To prepare students for employment in applied mathematics; (5) To develop an appreciation for mathematics itself.

A major in mathematics consists of at least 33 semester hours of mathematics. The required courses are Mathematics: 233, 234, 334, 335, 336, 341, 411, 412, 431, and 433. The remaining courses must be selected from mathematics courses numbered higher than 321. Exceptions: Mathematics 330, and 333 are required for majors in teacher education. Science requirement for mathematics majors: 8 semester hours of physics or 4 semester hours of physics and Mathematics 231. Philosophy 239 is recommended for all mathematics majors.

A minor in mathematics consists of at least 22 semester hours of mathematics. The required courses are Mathematics: 233, 234, 333 or 334, 336, and 341. The remaining courses may be selected from any mathematics course numbered higher than 210.

130. *Mathematics Skills*. A remedial course in arithmetic and algebra. This course does not count toward the General Education requirement in mathematics. *Credit 3 semester hours*.
131. *Fundamental Alegbra* (Formerly 133). Prerequisite: Mathematics 130 or the equivalent. *Credit 3 semester hours*.
132. *Principles of Mathematics*. Sets, functions, natural numbers, integers, and rational numbers. Prerequisite: Mathematics 131. *Credit 3 semester hours*.
134. *Introductory Analysis*. Algebra, trigonometry, and polynomial calculus. Prerequisite: Mathematics 131 or by a placement. *Credit 3 semester hours*.
136. *Introductory Statistics*. A course for majors in areas other than mathematics and science. Descriptive statistics, introductory probability, the normal curve, linear correlation, and regression. Prerequisite: Mathematics 131 or 210 or the equivalent. *Credit 3 semester hours*.
138. *Modern Business Mathematics*. Compound interest, annuities, bonds, sinking funds, depreciation, etc. Prerequisite: Mathematics 131 or the equivalent. *Credit 3 semester hours*.
150. *College Algebra and Trigonometry*. Sets, number fields, equations and inequalities, functions, exponentials and logarithmic functions, trigonometric functions. Prerequisite: Mathematics 131 or the equivalent. *Credit 5 semester hours*.
210. *Statistical Laboratroy*. A supporting course for Mathematics 136, and other Pre-Calculus courses. Two one-hour laboratory periods per week. *Credit 1 semester hour*.
231. *Techniques of Digital Computing I*. An introduction to programming languages, computer theory, and logic. Topics include data management, use of various input-output devices, elementary algorithms, and computer simulation techniques. Prerequisite: Mathematics 150 or the equivalent. *Credit 3 semester hours*.
232. *Techniques of Digital Computing II*. A continuation of 231. Prerequisite: Mathematics 231. *Credit 3 semester hours*.
- 233-234. *Calculus I and II* (Formerly 241-242). Fundamentals of plane analytic geometry. Fundamental concepts of differentiation and integration with applications. Prerequisite: Mathematics 134 or 150. *Credit 3 semester hours each*.
321. *Fundamental Geometry*. Elementary logic, congruence, parallel lines, measurement and similarly polygons, geometric constructions, space geometry. Prerequisite: Mathematics 131. *Credit 2 semester hours*.

331. *Computer Theory and Logic*. This course is designed to introduce the student to the logical design and integration of digital computer hardware and software systems. Prerequisite: Mathematics 234 and consent of the instructor. *Credit 3 semester hours*.
- 333-334. *Probability and Statistics*. Elements of probability theory, mathematical statistics and applications. Prerequisite: Mathematics 134 for part I, Mathematics 341 for part II. *Credit 3 semester hours*.
335. *Introductory Abstract Algebra*. Elementary set theory and logic, mapping, groups, rings, fields, integral domains and polynomials. Prerequisite: Mathematics 150 or the equivalent. *Credit 3 semester hours*.
366. *Introductory Linear Algebra*. Linear equations, vector spaces, linear transformations, theory and applications of matrices and determinants. Prerequisite: Mathematics 150 or the equivalent. *Credit 3 semester hours*.
341. *Calculus III*. Extension of the calculus to several variables, vector analysis, infinite series, and line integrals. Prerequisite: Mathematics 234. *Credit 4 semester hours*.
- 411-412. *Mathematics Seminar*. This course is designed to strengthen independent study habits in mathematics. Set theory and logic, the structure of the real numbers and their subsystems. Prerequisite: Mathematics 341. *Credit 1 semester hour for each part*.
420. *Materials and Methods in High School Mathematics*. Does not count towards a major or minor in mathematics. Prerequisite: Mathematics 234, and 335 or 336. *Credit 2 semester hours*.
424. *Elementary Differential Equations*. A general course in ordinary differential equations. Prerequisite: Mathematics 341. *Credit 4 semester hours*.
- 431-432. *Advanced Calculus*. A real variable approach to calculus. Prerequisite: Mathematics 341. *Credit 3 semester hours*.
433. *History of Mathematics*. A study of the evolution of mathematics up to the present time. Creative problem solving is emphasized. Prerequisite: Mathematics 341. *Credit 3 semester hours*.

READING IN MATHEMATICS

Qualified students in mathematics may take any of the following courses as individual independent study units. Under certain circumstances, any of these courses may take the form of a regular class. Prerequisite: consent of the instructor.

421. *Topics in Analysis*. Credit 2 semester hours.
422. *Topics in Complex Variables*. Credit 2 semester hours.
426. *Topics in Number Theory*. Credit 2 semester hours.

429. *Topics in Topology*. Credit 2 semester hours.
436. *Topics in Numerical Methods*. Credit 3 semester hours.
439. *Topics in Modern Algebra*. Credit 3 semester hours.

DEPARTMENT OF PHYSICS

The courses in Physics are designed to train those who plan: (1) To do graduate work in Physics; (2) To enter industry; (3) To teach in Secondary or Technical Schools; (4) To obtain a general knowledge in the modern fields of descriptive and quantitative experimental Physics.

A major in Physics-Mathematics consists of a minimum of 23 semester hours of physics, and 20 semester hours of mathematics.

Physics requirement: 243, 244, 343, 344, 434, and 442. The Physics Department may substitute other courses in Physics to satisfy the requirement in the Physics-Mathematics major. This information must be filed with the Registrar.

Mathematics requirement: 233, 234, 333 or 334, 336, 341, 421 or 431, and 424.

Chemistry requirement: 141-142.

A minor in Physics consists of the 23 semester hours of Physics in the Physics-Mathematics Major.

131. *Introductory Physics*. The elementary principles of physics are discussed at a level suited to the general student. An elementary knowledge is necessary for success in this course. Three hours of class work and one two-hour laboratory work a week. *Credit 3 semester hours*.
235. *Vector Analysis*. Gradient, divergence, curl and Laplacian together with their physical significance, line and surface integrals; Gauss, and Stokes theorems; vectors in Cartesian, cylindrical and spherical polar coordinates. Physical application of matrices and tensors. Four one-hour lectures a week. Prerequisite: Mathematics 234. *Credit 3 semester hours*.
241. *General Physics*. Mechanics, Heat and Sound. 3 hours lecture and 4 hours laboratory per week. Prerequisite: Trigonometry. *Credit 4 semester hours*.
242. *General Physics*. Electricity, Magnetism, Light and Modern Physics. 3 hours lecture and 4 hours laboratory per week. Prerequisite: Physics 24. *Credit 4 semester hours*.
243. *Mechanics*. A study of Statics, dynamics, and fluid mechanics. Three one-hour lectures and two two-hour laboratory periods. Prerequisite: Mathematics 241. *Credit 4 semester hours*.
244. *Waves and Acoustics*. A general detailed study of waves and acous-

- tics. Three one-hour lectures and two two-hour laboratory periods. *Credit 4 semester hours.*
343. *Electrodynamics.* Electricity and Magnetism. These topics are treated in detailed manner. Three one-hour lectures and two two-hour laboratory periods a week. Prerequisite: Physics 244. *Credit 4 semester hours.*
344. *Optics.* A detailed study of geometrical and physical optics, wave nature of light, mirrors, lenses theory. Interference, diffraction and polarization are treated in detail. Three one-hour lectures and two two-hour laboratory periods a week. Prerequisite: Mathematics 233. *Credit 4 semester hours.*
412. *Physics Seminar.* Prerequisite: Consent of the instructor. *Credit 1 semester hour.*
433. *Kinetic Theory and Statistical Mechanics.* Introduction to Kinetic theory and statistical mechanics are treated in detail. Three one-hour lectures a week. Prerequisite: Physics 442. *Credit 3 semester hours.*
434. *Nuclear Physics.* An introduction to Nuclear Physics. Three one-hour lectures per week. Prerequisite: Physics 442. *Credit 4 semester hours.*
435. *X-rays.* Production, detection and properties of X-rays, Emission and absorption spectra related to Atomic Structure and Crystal Structure. Three one-hour lectures a week. Prerequisite: Physics 434. *Credit 3 semester hours.*
436. *Solid State Physics.* An introduction to Solid State Physics. Three one-hour lectures a week. Prerequisites: Physics 434 and Mathematics 341. *Credit 3 semester hours.*
437. *Relativity.* A detailed study of Einstein's Theory of Relativity. Three one-hour lectures a week. Prerequisite: Physics 343. *Credit 3 semester hours.*
438. *Quantum Theory.* An introduction to Quantum theory. Three one-hour lectures a week. Prerequisites: Physics 434 and Mathematics 424. *Credit 3 semester hours.*
439. *Electronics.* An introduction to Electronics. Three one-hour lectures a week. Prerequisite: Physics 343. *Credit 3 semester hours.*
441. *Thermodynamics.* Thermometry, expansion of solids, liquids and gases. Calorimetry. Laws of thermodynamics and their applications. Low temperature Physics. Three one-hour lectures and two two-hour laboratory periods a week. Prerequisite: Mathematics 233. *Credit 4 semester hours.*
442. *Atomic and Molecular Physics.* An introduction to atomic and molecular Physics. Three one-hour lectures and two two-hour laboratory periods a week. Prerequisite: Physics 343. *Credit 4 semester hours.*

REQUIREMENTS FOR MATHEMATICS-PHYSICS MAJOR

Mathematics: 20 semester hours. Calculus I, II, and III, Elementary Differential Equations 424, Linear algebra 336, Either Math 421 or 424, Either 333 or 334.

Physics: 24 semester hours. *Physics* 243, 343, 344, 442, 434 and either 244 or 441.

Chemistry: 141 and 142.

PRE-ENGINEERING PROGRAMS

Johnson C. Smith University has two programs for Pre-Engineering studies.

- I. A major in Mathematics may be expanded to include a concentration in physics, and chemistry with the expressed purpose of preparing the student to do graduate work in mathematics and physics or to enroll in a School of Engineering with advanced standing.
- II. A student with a strong background in mathematics may complete the major part of the concentration in I within three years. The student may then transfer to an accredited engineering school. A student who follows this plan under the advice of the Division of Science and Mathematics is eligible for our Bachelor's degree when he obtains a Bachelor's degree in Engineering from a nationally accredited school. This program includes: 8 semester hours of chemistry, 30 semester hours of mathematics, 12 semester hours of physics, and the completion of our General Education Requirement.

DEGREES — 1970

COLLEGE OF LIBERAL ARTS

Bachelor of Arts

MAGNA CUM LAUDE

Gloria Delane Speakes ----- Columbia, South Carolina

CUM LAUDE

Linda Gayle Broxton ----- Melbourne, Florida
Linda Lee Bryant ----- Supply, North Carolina
**Anna Martina Dixon ----- Charlotte, North Carolina
Juanita Dolson ----- Washingtonville, New York
Nellie Frances Dunn ----- Washington, Georgia
Emily Ruthiemae Green ----- John's Island, South Carolina
Lloyd Green, Jr. ----- Jenkinsville, South Carolina
Dorothy Mae Harris ----- Eastover, South Carolina
*Eva Elaine Laney ----- Charlotte, North Carolina
Eloise Magalene McClarrin ----- Roanoke, Virginia
Larry Doby Martin ----- Brooklyn, New York
Tommye Veronica Martin ----- Columbia, South Carolina
**Hezekiah Massey, Jr. ----- Charlotte, North Carolina
Bessie Lee Meeks ----- Rock Hill, South Carolina
Jo Ann Pugh ----- Lynchburg, Virginia
Lillie Ann Randall ----- Bolton, North Carolina
Sharon Andriette Sanders ----- Lake City, Florida
Reid Oliver Styles, Jr. ----- Vincentown, New Jersey
Elizabeth Levi Thompson ----- Charlotte, North Carolina
Phyllis Diane Waddell ----- Charlotte, North Carolina
Juanita Yates ----- Mobile, Alabama

Bachelor of Arts

Ethel Lee Adams ----- Thomasville, Georgia
Parks Glenn Adams, Jr. ----- Belmont, North Carolina
Verdell Adams ----- Greenwood, South Carolina
*Benjamin Alexander, Jr. ----- Washington, D. C.
Claudette Alston ----- Rocky Mount, North Carolina
**Diane Anthony ----- Charlotte, North Carolina
*Orville Lawrence Bell ----- Brooklyn, New York
Henry Belton ----- Ridgeway, South Carolina
Florence Vermelle Bennett ----- Edisto Island, South Carolina
*Minnie Pearl Blackwell ----- Pageland, South Carolina
Oree Maxine Bowen ----- Easley, South Carolina
Dorothy Ann Brooks ----- Shelby, North Carolina
Harriet Clemmons Brown ----- Savannah, Georgia
**Lettye Delois Brown ----- Charlotte, North Carolina
*Gwendolyn Hortense Dickens Bryant ----- Rocky Mount, North Carolina

Philip Channing Burke	Newark, New Jersey
**Rose Dianne Secrest Burns	Matthews, North Carolina
**Brenda Louise Burwell	Montclair, New Jersey
Dorothy Velores Caldwell	Rock Hill, South Carolina
Theodoshia Jeraldene Caldwell	Rock Hill, South Carolina
Arthur William Canada	Philadelphia, Pennsylvania
**Trellis Carmichael	Mount View, Georgia

Bachelor of Arts

**Bettie Ann Hill Cherry	Danbury, Connecticut
Mervin Ann Clark	Spartanburg, South Carolina
Richard Cokley	Andrews, South Carolina
John Charles Cooper, Jr.	Meridan, Connecticut
Robert Kelly Corbett, Jr.	Rocky Mount, North Carolina
*Ollie Hubert Cox, Jr.	Abingdon, Virginia
*Etta Louise Davidson	Charlotte, North Carolina
*Hubert Ira Davis	Winston-Salem, North Carolina
Teresa Louise Davis	Anderson, South Carolina
Peggie Ann Dawkins	Cowpens, South Carolina
*Richard Allen DeBrest	Philadelphia, Pennsylvania
Jessie Mae Dillard	Charlotte, North Carolina
Forestine Dixon	Ayden, North Carolina
Ellen Beatrice Douglas	Edgemoor, South Carolina
Frances Deloris Drayton	Mullins, South Carolina
Barbara Lucille Duckett	Winston-Salem, North Carolina
Keith Maynard Dyson	Washington, D. C.
*Sharon LaVerne Edwards	New Haven, Connecticut
Ernestine Ellison	Charlotte, North Carolina
*Gertrude Marjorie Evans	Lancaster, South Carolina
James Benjamin Ewers, Jr.	Winston-Salem, North Carolina
Katie Mae Flewellen	Georgetown, Georgia
Yvonne Dianne Ford	Columbia, South Carolina
Francine Marie Fouche	Washington, D. C.
Emma Lee Frazier	Charlotte, North Carolina
**Zelma Loretta Gaines	Charlotte, North Carolina
*Carol Joyce Garrett	Charleston, South Carolina
*Columbus Thomas Garvin	Gastonia, North Carolina
Melvenia Fay Gibbs	McClellanville, South Carolina
**Saundra Yvonne Giles	Spartanburg, South Carolina
Virginia Anne Gill	Raleigh, North Carolina
Charles Windsor Glenn	Winnsboro, South Carolina
Doris Lee Gore	Supply, North Carolina
Irene Gassaway Graham	Charlotte, North Carolina
Arthur Funchess Grant	Newberry, South Carolina
Mercedes Myra Grate	Georgetown, South Carolina
Bertram Remond Hall	West Palm Beach, Florida
Donald Lee Hall	Charlotte, North Carolina
Brenda Kathryne Hammond	Laurens, South Carolina
Larry Boykin Heath	Winnsboro, South Carolina

Joyce Christine Hicks	Charlotte, North Carolina
Alice Grenelda Isaac	Mocksville, North Carolina
Flora James	Mayesville, South Carolina
Gregory Jenkins	Columbia, South Carolina
*Raymond Johnson, Jr.	Williamsburg, Virginia
VaCountess Ermayne Johnson	Brunswick, Georgia
**Jacquelyn Fitzpatrick Kanoy	Atlanta, Georgia
*Cody McArthur King	Martinsville, Virginia
Ralph Joseph Knotts	Philadelphia, Pennsylvania
*Catherine Leach	Charlotte, North Carolina
*Daphne Marie Lewis	Charlotte, North Carolina
Beverly Valeria Lunn	Columbia, South Carolina
Carolyn Roberta McAdams	Donalds, South Carolina
**Lucille McClure	Charlotte, North Carolina
Paula Mae McIntyre	Birmingham, Alabama

Bachelor of Arts

*Helen Taylor Mattox	Athens, Georgia
*Myra Vivian Maxwell	Fort Belvoir, Virginia
Rosa Marilyn Mims	North Augusta, Georgia
Cynthia Fay Sires Mitchell	Pageland, South Carolina
**Jacqueline Nelson	Charlotte, North Carolina
Devenure Nivens	Ruby, South Carolina
Lonnie Jones Oliver	Hampton, Virginia
*James Edward O'Neal	Greenville, South Carolina
*Betty Jean Elrod Owens	Columbia, South Carolina
Cynthia Anne Owens	Chester, South Carolina
*Patricia Anne Patterson	Philadelphia, Pennsylvania
Mary Ann Perry	Greenville, South Carolina
**Billy Pitts	Irwinton, Georgia
**David Laine Poignard	Louisville, Kentucky
Linda Porter	Laurel Hill, North Carolina
Sandra Faye Powell	McIntosh, Georgia
Willie Ray, Jr.	Huntersville, North Carolina
Paul Wayne Reed	Pacolet, South Carolina
Helen Beatrice Reynolds	Ridgeway, Virginia
Saundra Nicolette Rhodes	Washington, D. C.
Carrie Mae Richardson	Ridgeway, South Carolina
Charles Thomas Robinson	Forest City, North Carolina
Lula Nicole Shelton	Winston-Salem, North Carolina
Tourgee Delano Simpson	Cordele, Georgia
Carolyn Elaine Sims	Woodruff, South Carolina
**Charlena Jacquelyn Smith	New Zion, South Carolina
Grover Smith, Jr.	Anderson, South Carolina
Charles Eugene Stephenson, III	Columbia, South Carolina
*Joseph Stephenson	Pendleton, North Carolina
Terry Rankin Stockton	Cleveland, North Carolina
**Mary Ann Strong	Ayden, North Carolina
*Vannie Lee Taylor, Jr.	Buffalo, New York

Sylvia Verdelle Thinna	Cottageville, South Carolina
Gloria Jean Tiller	Centre, Alabama
*Mildred Dunson Tillerson	Lynchburg, Virginia
**Clarence DeWitt Turner, Jr.	Lexington, Massachusetts
Janice Carolyn Vaughn	Rock Hill, South Carolina
Elijah Washington	Mayesville, South Carolina
Mable Elizabeth Washington	John's Island, South Carolina
Juanita Susan Werts	Spartanburg, South Carolina
*Michael Lawrence West	Buffalo, New York
Christandra Elaine Williams	Pageland, South Carolina
Helen Yvonne Glymph Williams	Charlotte, North Carolina
Thomas William	Petersburg, Virginia
Rhoda Alice Winstead	Pittsburgh, Pennsylvania
Verta Yvonne Witherspoon	Lancaster, South Carolina
Thomasena Dodd Wright	Babylon, New York
**Linda Eloria Young	Laurens, South Carolina

Bachelor of Science

CUM LAUDE

Clarence Rudolph Hicks	Goldsboro, North Carolina
Melvin Thomas Pinn, Jr.	Lynchburg, Virginia
James Oliver Willie	Norfolk, Virginia

Bachelor of Science

Theodore Lee Allen	Winston-Salem, North Carolina
Carol Ann Brooks	Greenville, South Carolina
Nathaniel Brown	Eastover, South Carolina
*Howard Algeron Counts	Charlotte, North Carolina
Wilton Sylvester Enoch, Jr.	Burlington, North Carolina
John Ellis Floyd	Augusta, Georgia
James Franklin Foster	Union, South Carolina
John Jacob Funderburk	Charlotte, North Carolina
Priscilla Harris	Rock Hill, South Carolina
Joan Elaine Hicks	Charlotte, North Carolina
*Burke Levister Jackson	Bronx, New York
Henry Jenkins, Jr.	Westminster, South Carolina
James McKinley Joyner	Rocky Mount, North Carolina
Donald Frederick Littlejohn	Gaffney, South Carolina
Irene Odessa Lyons	Battleboro, North Carolina
Brodie Reid Mathis	Edgefield, South Carolina
**Annie Rae Mitchell	Mount Pleasant, North Carolina
*Willie James Mitchell	Cocoa, Florida
*Anthony Pomp Moore	Charlotte, North Carolina
*Joseph Lane Pettigrew	Atlanta, Georgia
Juanita Evelyn Reid	Gaffney, South Carolina
**Rogers Lesslie Stinson	Washington, D. C.
*Fred Leon Tatum	Statesville, North Carolina

Michael Anthony Turner ----- New York, New York
Wiley Williams, Jr. ----- Cocoa, Florida
Joe Yalley ----- Cape Coast, Ghana

Bachelor of Divinity

*Judge Rueben Clark ----- Cheraw, South Carolina

*As of July, 1969
**As of December, 1969

**GEOGRAPHICAL DISTRIBUTION OF STUDENTS
1970-71**

STATE	MEN	WOMEN	TOTAL
ALABAMA -----	6	5	11
ALASKA -----		1	1
CALIFORNIA -----	1	1	2
CONNECTICUT -----	4	5	9
DELAWARE -----	1	1	2
DISTRICT OF COLUMBIA -----	14	3	17
FLORIDA -----	29	19	48
GEORGIA -----	21	25	46
ILLINOIS -----	8	3	11
INDIANA -----	1		1
KENTUCKY -----	1	2	3
LOUISIANA -----	2	1	3
MARYLAND -----	4	5	9
MASSACHUSETTS -----		3	3
MICHIGAN -----	4	3	7
MISSISSIPPI -----	4	3	7
MISSOURI -----		1	1
NEBRASKA -----		2	2
NEW JERSEY -----	37	22	59
NEW YORK -----	58	35	93
NORTH CAROLINA -----	230	244	474
OHIO -----	6	2	8
PENNSYLVANIA -----	33	11	44
SOUTH CAROLINA -----	98	172	270
TENNESSEE -----	2		2
TEXAS -----	1		1
VIRGINIA -----	38	46	84
WASHINGTON -----		1	1
WEST VIRGINIA -----	1		1
WISCONSIN -----		1	1
AFRICA -----	1		1
TOTALS -----	605	617	1222

**GENERAL NUMERICAL SUMMARY OF STUDENTS
1970-71**

CLASS	MEN	WOMEN	TOTAL
SENIOR -----	88	134	222
JUNIOR -----	73	92	165
SOPHMORE -----	175	196	371
ADVANCED FRESHMAN -----	84	66	150
FRESHMAN (OTHER) -----	183	124	307
SPECIAL -----	2	5	7
TOTALS -----	605	617	1222

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